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ABSTRACT

Based on the philosophy that a high school graduate is a young person who has become a fluent communicator and reflective thinker whose knowledge and skills meet the high standards necessary to interact in a rapidly changing world, this language arts curriculum is designed to foster the development of literacy abilities by providing experiences in reading, writing, speaking, listening, visually representing, and viewing. The curriculum's six goals state that, as a result of education in grades K-12, students independently and collaboratively, will be able to: (1) choose and apply strategies that enhance the fluent and proficient use of language arts to construct meaning of written, visual, and oral text; (2) understand, appreciate, and respond to texts from many literary periods, genres, and cultures; (3) apply knowledge of language structure and conventions to write and speak English proficiently to communicate ideas clearly; (4) create works using the language arts in visual, oral, written, and performance-based forums for a variety of audiences and purposes; (5) use available forms of media and technology as an integral part of language arts experience; and (6) gather, analyze, and respond to information from primary and secondary sources. The curriculum presents performance standards and assessment strategies and suggests instructional activities for each of the six goals in grades K through 12. Five appendixes offer: policy/belief statements; suggested instructional strategies; a written communication: grammar and usage matrix; an assessment overview; and 26 references. (NKA)

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ED 432 761

Integrated English Language Arts Curriculum, Grades K-12

East Granby Public Schools
East Granby, CT

June, 1999

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CS 216 796

English Language Arts Curriculum, Grades K-12

East Granby Public Schools
East Granby, CT

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6/1999

Philosophy

All students bring emerging literacy abilities to the educational environment; therefore, the language arts curriculum in East Granby is designed to foster the development of these abilities by providing experiences in reading, writing, speaking, listening, visually representing and viewing. The opportunities and resources available to students through the language arts curriculum are just one of the parts contributing to their competency, however. Language experiences in the home and integrated in all content areas of the curriculum, support and enrich students' learning and are immensely important to their ultimate success.

We recognize that individual students have differing levels of readiness and learning styles, as well as varying interests and aspirations, but our aim is for all students to gain skills and confidence in language and discover the joy of learning to help them reach their fullest potential and attain their dreams. Our vision of a high school graduate is a young person who has become a fluent communicator and reflective thinker whose knowledge and skills meet the high standards necessary to interact in a rapidly changing world. Our aim is to prepare all students to succeed in further education and in the work force as productive members of society.

Goals

As a result of education in grades K-12, students independently and collaboratively, will be able to:

I. choose and apply strategies that enhance the fluent and proficient use of language arts to construct meaning of written, visual, and oral text;

II. understand, appreciate and respond thoughtfully to texts from many literary periods, genre, and cultures;

III. apply knowledge of language structure and conventions in order to write and speak English proficiently to communicate ideas clearly;

IV. create works using the language arts in visual, oral, written, and performance based forums for a variety of audiences and purposes;

V. use available forms of media and technology as an integral part of language arts experience;

VI. gather, analyze, and respond to information from primary and secondary sources.

Based on Connecticut Language Arts Framework
and Madison,CT School System Language Arts Curriculum

8/20/98

Kindergarten
Goal I
choose and apply strategies that enhance the fluent and proficient use of language arts to construct meaning of written, visual, and oral text

Performance Standard: The student will be able to:

* recognize concepts of print:
  - one to one match - words,
  - distinguish between letters and words, sounds within words
  - directionality
  - return sweep
  - identify upper and lower case letters
  - identifies letter sounds
* recognize basic grade level designated sight words
* demonstrate phonemic awareness: including rhyming, counting, isolating, deleting, blending
* use the three cueing systems with teacher support in a wide variety of reading materials
  - picture/semantic cues (meaning)
  - syntactic cues (structure-grammar)
  - graphophonic/visual cues (sound/symbol)
  - cross check different cues
* listen to speaker and follow directions
* join in familiar stories, songs, and poems
* independently choose a book for browsing

Assessment Strategies:
Teacher Observation, Anecdotal Records, Concepts of Print Checklist, Letter Identification Checklist, Word Writing Assessment, Running Records, Dictation Task

Suggested Instructional Activities:

* Frequently read aloud to students and teach concepts about the forms and functions of print, including:
  * Identifying the cover (front and back/beginning and ending) of a book.
  * Identifying the title, author and illustrator of a book.
  * The left/right and top/bottom orientation of print.
  * The idea that print is read.
  * Following the left/right organization of print on a page.
  * Concept of sentence.
  * Identifying the beginning and ending of sentences and the capital letters and punctuation marks that signal sentence boundaries.
  * Concept of word and the surrounding space that signals the word.
* Provide opportunities for children to write independently for real-life purposes.
* Provide opportunities for children to manipulate words in known phrases.
* Teach the names of the letters of the alphabet and recognition of alphabet letters
* Teach the concept of rhyme and provide opportunities for students to recognize and generate rhyming words.
* Teach students to produce and identify the following, when orally presented by the teacher:
  * Onset (i.e., beginning consonant/s) and rime (i.e., vowel plus remainder of letters in a syllable) of a given word.
  * The initial consonant sound in words.
  * Words that begin with the same sound (principle of alliteration).

Goal II
understand, appreciate and respond thoughtfully to texts from many literary periods, genre, and cultures

Performance Standard: The student will be able to:

* respond to text by drawings, other concrete evidence written or spoken word to show an understanding
* self select a book
* use prior knowledge to make reasonable predictions

Assessment Strategies:
Samples of oral, written, or visual responses to text, Samples of oral, written, or visual retellings of text, Teacher Observations,oral and written responses, oral and written retellings of text

Suggested Instructional Activities:

* Provide opportunities for responses to literature including:
  * role play and dramatizations
  * reciting, chanting
  * retelling favorite selections or events
  * posing questions to peers and teachers
  * relating stories, characters and events to life and to self
  * sharing feelings and images evoked by the illustrations or text
  * empathizing with story characters, imagining self in the story or illustrations
  * interpreting a selection through a drawing, collage or mural
  * reading and responding to quality literature written by people with various cultural perspectives
  * reading and responding to quality literature written about their own culture

* Model strategies for Developing Metacognitive (Self-Monitoring) Behaviors

Goal III
apply knowledge of language structure and conventions in order to write and speak English proficiently to communicate ideas clearly

Performance Standard: The student will be able to:

* form capital and lower case letters as developmentally appropriate
* approximate correct use of capitalization, word spacing, punctuation, and spelling
* use oral language to relate personal experiences

Assessment Strategies:
Teacher Observation, Classroom Discussion, Written and Oral Responses

Suggested Instructional Activities:

* Read to students daily.
* Display and read printed charts, stories, classroom labels and directions with students.
* Encourage students to contribute to environmental print displays.
* Track print during shared reading experiences to develop concepts of directionality, lines and sentences, words, and punctuation and its purpose.

* Model reading and writing daily.
* Provide daily writing opportunities.
* Encourage students to communicate by "putting on paper" what best represents or looks like what they want to say.

Goal IV

create works using the language arts in visual, oral, written, and performance based forums for a variety of audiences and purposes

Performance Standard: The student will be able to:

* convey a message through a drawing
* express thoughts in writing using phonetic spelling
* speaks in front of group relating and sharing experiences
* tells or retells a short story that conveys meaning
* participate in performance based activities

Assessment Strategies:

Teacher Observation; Written, oral, and visual responses; Student Demonstrations

Suggested Instructional Activities:

* Provide opportunities for children to practice writing independently at their individual levels of development.
* Closely monitor students' writing progress and provide them with feedback and instruction to improve their writing.
* Model writing and allow students to see real writing done for real purposes.
* Provide opportunities for students to write for their own real purposes (e.g., making lists, writing thank-you notes, writing invitations).
* Encourage children to trace, copy, and write their own names as best they can.
* Encourage students to write what they want to say using pictures, and phonetic spelling
* Ask students to read back "what their writing says."

Goal V
use available forms of media and technology as an integral part of language arts experience

Performance Standard: The student will be able to:

* use available technology to enhance learning
* identify keyboard pointing and clicking of mouse

Assessment Strategies
Teacher Observation; Student Demonstrations

Suggested Instructional Activities:

* Reader Rabiit Interactive Journey, The LEarning Company

Goal VI
gather, analyze, and respond to information from primary and secondary sources.

Performance Standard: The student will be able to:

* participate in the creation of graphic organizers
* gather, organize, evaluate and summarize with teacher direction a variety of print and non print resources

Assessment Strategies:
Teacher Observation; Student Demonstrations; Written, Oral, and Visual Responses

Suggested Instructional Activities:

* Students can interview their families and record family favorites visually or through phonetic spelling.

The Instant Words
First Twenty-Five

the
of
and
a
to
in
is
you
that
it
he
was
for
on
are
as
his
I
at
be
this

From: ***Informal Diagnosis of Reading Difficulties***

Grade 1

Goal 1
choose and apply strategies that enhance the fluent and proficient use of language arts to construct meaning of written, visual, and oral text

Performance Standard: The student will be able to:

* recognize concepts of print:
  - one to one match - words,
  - distinguish between letters and words, sounds within words
  - directionality
  - return sweep
* demonstrate phonemic awareness
* comprehend text
  - monitor reading for meaning
  - interpret message carried in print
  - recognize beginning, middle, end
  - retell story in sequence
* use the three cueing systems with teacher support in a wide variety of reading materials
  - picture/semantic cues (meaning)
  - syntactic cues (structure-grammar)
  - graphophonic/visual cues (sound/symbol)
  - cross check different cues
* apply conventions of print to reading and writing
* apply principles of phonics
  - demonstrate awareness that a sound may be represented by more than one letter or combination of letters
* read and write basic grade level designated sight words
* read orally with fluency
* read independently
* begin to use graphic organizers

Assessment Strategies:
Teacher Observation of Reading Behavior, Anecdotal Records, Concepts of Print Checklist, Letter Identification Checklist, Word writing and spelling Assessment, Running Records, Dictation Task
Observe and assess students' reading to ensure that their use of phonics as a word recognition strategy is balanced with their use of sentence cues, semantic cues, and predicting and confirming strategies.

Suggested Instructional Activities:

* Read to students daily.
* Continue to develop "word" concept.
* Display and discuss key vocabulary words.
* Explore rhyming words and word families (at, cat, mat, hat).
* Compose and sing rhymes and songs with students.
* Model strategies for Developing Metacognitive (Self-Monitoring) Behaviors
  1. Identify "what you know" and "what you don't know"
  2. Talk about thinking
  3. Keep a thinking journal
  4. Plan and self-regulation
  5. Debrief the thinking process
  6. Self-Evaluate

* Provide common signs and symbols in the classroom environment.
* Provide opportunities for students to read and explain their own writing and drawings.
* Provide printed material that children can read, or attempt to read, independently.
* Provide opportunities for students to examine and compare words (e.g., word sorts).
* Provide opportunities for students to keep records of words they frequently use to promote conventional spelling and expand their writing vocabularies (e.g., word banks).

Goal II
understand, appreciate and respond thoughtfully to texts from many literary periods, genre, and cultures

Performance Standard: The student will be able to:
* distinguish between fiction and non-fiction
* make appropriate book choices for independent reading
* choose and read a variety of materials
* use a variety of medium to respond and/or show an understanding of text
* relate new information to prior knowledge and personal experience
* tell or retell story in sequence

Assessment Strategies:
Samples of oral, written, or visual responses to text, Samples of oral, written, or visual retellings of text, Teacher Observations,

Suggested Instructional Activities:
* Frequently and regularly read quality children's literature to students.
* Provide background knowledge students need to adequately comprehend text.
* Discuss important story elements, such as main character, setting, problem/goal of main character, resolution of the problem, when reading narratives (stories). This lays the groundwork for later understanding of literary techniques.
* Discuss important or interesting facts when reading informational text (expository text).
* Teach students to prepare for reading (or listening to) a selection by:
    * Reading the title of a text and making a general prediction about the text content.
    * Setting a purpose for reading.
    * Activating their background knowledge about a topic or relating the topic to their own lives.
* Teach students to monitor their comprehension during reading by:
    * Stopping periodically to discuss important events or ask relevant questions.
    * Teaching students strategies for repairing comprehension breakdowns (e.g., rereading or asking for clarification).
* Use dramatic activities (puppetry, story theater, reader's theater), when reasonable, to reinforce the sequence of events in the story.
* Teach students to review the main points of a story (retell) by:
    * Retelling the story or describing important information in the text.
    * Reviewing story components using a visual organizer (e.g., story map illustrating the text).
    * Helping students make connections between the events of the main character and similar events in their own lives (providing a foundation for later literary analysis).
* Provide follow-up activities that relate to the text topic and extend the ideas in the text.
* Provide opportunities for students to select and independently read (or look at) books of their own choice.
* Teach students to use phonics, context and vocabulary knowledge to confirm that their

reading makes sense.
* Read informational texts to students.
* Teach students to use school and classroom libraries.
* Teach students to identify books they can read independently with enjoyment.
* Use shared reading techniques with children.
* Read from a variety of literature, i.e. share many different types of books and other printed materials with children.
* Provide opportunities for students to read and respond to quality literature written by people with various cultural perspectives.
* Provide opportunities for students to read and respond to quality literature written about their own culture.

Goal III

apply knowledge of language structure and conventions in order to write and speak English proficiently to communicate ideas clearly

Performance Standard: The student will be able to:

* apply conventions of print to writing
  - use correct spacing
  - legible letter formation of capital and lower case letters
  - edit for spelling, capitalization in the beginning of a sentence, punctuation at the end of a sentence
* use oral language to relate personal experiences and participate in class discussions

Assessment Strategies:

Teacher Observation, Classroom Discussion, Written and Oral Responses

Suggested Instructional Activities:

* Provide opportunities for children to practice writing independently at their individual levels of development.
* Closely monitor students' writing progress and provide them with feedback and instruction to improve their writing.
* Model writing and allow students to see real writing done for real purposes.
* Provide opportunities for students to write for their own real purposes (e.g., making lists, writing thank-you notes, writing invitations).
* Encourage children to trace, copy, and write their own names as best they can.
* Provide opportunities for students to verbally communicate with peers and adults for authentic purposes throughout the school day.
* Provide opportunities for each student to make verbal presentations to the class on a regular basis (e.g., sharing, retelling, describing or explaining new information, choral speaking, recitation of poetry or rhymes).
* Provide opportunities to participate in creative dramatics.
* Model appropriate use of standard English.
* Role play situations that might require the use of standard English (e.g., introductions, requesting assistance, eating in a restaurant).
* Provide daily opportunities for shared and independent reading activities so students see

conventional spelling patterns.
* Provide frequent and varied writing opportunities.
* Model the use of writing for various purposes.
* Engage students in collaborative writing activities in all subject areas.
* Brainstorm and display ideas and words about experiences or topics students write about in all subjects.
* Use words and sentences from student writing and various reading selections to:
    * focus on single and combined consonants with consistent sounds
        - single consonants such as m, f, t, n, b, l, r
        - digraphs such as sh, ch, ph, th
        - blends such as fr, sl, cl, gr, br, st, tr, sw
    * clarify the purposes and places for capitalization and simple punctuation make plural forms by adding s, es
    * clarify the purpose of silent e.
* Help students to compile word banks and dictionaries of conventional spellings.
* Examine students' attempts at writing to determine appropriate instructional levels.
* Provide opportunities for children to practice writing independently at their individual levels of development.
* Closely monitor students' writing progress and provide them with feedback and instruction to improve their writing.
* Model writing and allow students to see real writing done for real purposes.
* Provide opportunities for students to write for their own real purposes (e.g., making lists, writing thank-you notes, writing invitations).

Goal IV

create works using the language arts in visual, oral, written, and performance based forums for a variety of audiences and purposes

Performance Standard: The student will be able to:
* convey messages through drawings
* express thoughts in writing using phonetic and conventional spellings
* use oral language to describe, to inform, to share
* write short creative compositions that convey meaning
* participate in performance based activities

Assessment Strategies:
Teacher Observation; Written, oral, and visual responses; Student Demonstrations, Demonstrations of Writing Process and Product (**Narrative**)

Suggested Instructional Activities:

* Provide opportunities for students to verbally communicate with peers and adults for authentic purposes throughout the school day.
* Provide opportunities for each student to make verbal presentations to the class on a regular basis (e.g., sharing, retelling, describing or explaining new information, choral speaking, recitation of poetry or rhymes).
* Provide opportunities to participate in creative dramatics.
* Provide students with feedback about the clarity and completeness of their verbal responses.
* Role play situations that might require the use of standard English (e.g., introductions, requesting assistance, eating in a restaurant).

* Give students feedback about the appropriateness of their language use during role play situations in which these aspects of language might be used differently (e.g., calling for help, walking in the hall, expressing various emotions).

Goal V
use available forms of media and technology as an integral part of language arts experience

Performance Standard: The student will be able to:

* use available technology to enhance learning
* identify keyboard and clicking of mouse

Assessment Strategies
Teacher Observation; Student Demonstrations

Suggested Instructional Activities:

* Cyberkids Online Magazine for Kids http://cyberkids.com/ Cyberkid is a free online magazine for kids by kids and has been included on ICONnect's list as an example of the growing locations where children have an opportunity to publish online. It is primarily a fun site with stories, artwork, puzzles, and an Interactive chatroom. The publishers of Cyberkids sponsor a writing and art contest.
  - Suggested Grade Level: 1–5

Goal VI
gather, analyze, and respond to information from primary and secondary sources.

Performance Standard: The student will be able to:

* participate in the creation and use of graphic organizers
* gather, organize, evaluate and summarize with teacher direction a variety of print and non print resources

Assessment Strategies:
Teacher Observation; Student Demonstrations; Written, Oral, and Visual Responses

Suggested Instructional Activities:

* Students can interview one or two grandparents at a time; focus on family research; or look at one topic at a time such as food, recreation, school or transportation.

The Instant Words
First Hundred

the	or	will	number
of	one	up	no
and	had	other	way
a	by	out	people
to	word	about	my
in	not	then	than
is	but	many	could
you	what	them	first
that	all	these	water
it	were	so	been
he	we	some	call
was	when	her	who
for	your	would	oil
on	can	make	now
are	said	like	find
as	there	him	long
with	use	into	down
his	an	time	day
they	each	has	did
I	which	look	get
at	she	two	come
be	do	more	made
this	how	write	may
have	their	go	part
from	if	see	over

Common suffixes: -s, -ing, -ed

From: ***Informal Diagnosis of Reading Difficulties***

Grade 2

Goal I
choose and apply strategies that enhance the fluent and proficient use of language arts to construct meaning of written, visual, and oral text

Performance Standard: The student will be able to:

* self-monitor using cueing systems automatically and independently with a wide variety of reading materials using

  - picture/semantic cues (meaning)
  - syntactic cues (structure-grammar)
  - graphophonic/visual cues (sound/symbol)
  - relationships by looking at beginning and ending letters and using known parts of a word
  - rereading to establish meaning

* identify and use strategies flexibly to comprehend a variety of text
* use syllabic strategies to unlock more complex words
* self question to understand meaning
* use prior knowledge and experience to interpret and make predictions in text
* recognize the beginning, middle, and ending of a story
* interpret message carried in text
* uses graphic organizers

Assessment Strategies:
Teacher Observation of Reading Behavior, Anecdotal Records, Word Writing and Spelling Assessment, Running Records

Suggested Instructional Activities:

* Develop use of Story Maps which graphically organize and integrate the concepts and events of a story. Keep in mind the following hints when students complete story maps:
  - There is no one right way to map a story.
  - Story map labels do not need to be learned by students. Labels should be recognized and modeled as an "outline for application" to extract information that is important to the story.
  - The term "ending" may have more meaning than "resolution."
  - Actions/events are not always stated. They may need to be inferred from the text or pictures.
  - Story mapping strategies can be combined with the skill of predicting. By first establishing a story's characters, setting, problem and goal, students then can predict what they think will happen next.
  - Use story mapping strategies to aid in organizing story information for understanding, promote discussion of the selection, allow for shared interpretation of the story and expansion of story information.

Goal II
understand, appreciate and respond thoughtfully to texts from many literary periods, genre, and cultures

Performance Standard: The student will be able to:

* make valid inferences about characters and events using characters and events using supporting details
* recognize similarities and differences between books
* recognize fiction and non-fiction
* demonstrate understanding of story elements
* paraphrase main ideas
* read books independently
* tell/retell a story with an emphasis on focus, details, elaboration, fluency, and language conventions

Assessment Strategies:
Samples of oral, written, or visual responses to text, Samples of oral, written, or visual retellings of text, Teacher Observations, Analysis of responses for author and book comparisons

Suggested Instructional Activities:
*Frequently and regularly read quality children's literature to students.
* Discuss important story elements such as characters, settings, and theme.
* Discuss vocabulary encountered in literary works.
* Provide opportunities for students to discuss the relationship of the selected literary work to their own lives.
* Provide opportunities for students to read quality literature with teacher support.
* Provide opportunities for students to read and respond to quality literature written by people with various cultural perspectives.
*Provide opportunities for students to read and respond to quality literature written about their own culture.

Goal III
apply knowledge of language structure and conventions in order to write and speak English proficiently to communicate ideas clearly

Performance Standard: The student will be able to:

* use oral language to relate personal experiences
* participate in class discussions
* use legible manuscript writing and correct letter formation, proportionate sizing, and uniform spacing

Assessment Strategies:
Teacher Observation, Classroom Discussion, Written and Oral Responses

Suggested Instructional Activities:
* Provide opportunities for students to write for their own real purposes (e.g. making lists, writing thank you notes, writing invitations).
* Transcribe messages or stories students dictate that accompany their illustrations.
* Provide students opportunities for writing, allowing for development of accuracy.
* Provide students with instructional feedback about their writing.

* Provide students with opportunities to edit their work for final publication.
* Provide opportunities for students to examine and compare words (e.g., word sorts).
* Provide opportunities for students to keep records of words they frequently use to promote conventional spelling and expand their writing vocabularies (e.g., word banks).
* Hold students accountable for using conventional spellings of words for which they have demonstrated accurate, independent spelling.
* Explicitly teach spellings of words with high-frequency patterns (such as cvc, cvce) and provide students with guided practice opportunities with these words.
* Provide students with opportunities to edit and correct their spelling errors.
* Examine students' phonetic spellings to determine appropriate expectations for conventional spelling instruction.

Goal IV

create works using the language arts in visual, oral, written, and performance based forums for a variety of audiences and purposes

Performance Standard: The student will be able to:

* compose original writings and write to an assigned topic with an emphasis on focus, organization, details, elaboration, fluency, and writing conventions
* express thoughts in writing using a combination of temporary and conventional spelling
* display an understanding of purpose, audience, and task in writing
* begin to revise writing by improving sequence, providing more descriptive details, or adding more variety of sentence types

Assessment Strategies:

Teacher Observation; Written, oral, and visual responses; Student Demonstrations, Demonstrations of Writing Process and Product (**Narrative**)

Suggested Instructional Activities:

* Write descriptive and narrative compositions about experiences, stories, people, objects, and events.
* Write poems of varied forms.
* Write paragraphs and reports to inform peers and demonstrate their knowledge of a topic.
* Examine students' attempts at writing to determine appropriate expectations for spelling.
* Provide opportunities for students to write for their own real purposes (e.g. making lists, writing thank you notes, writing invitations).
* Transcribe messages or stories students dictate that accompany their illustrations.
* Provide students opportunities for writing, allowing for development of accuracy.
* Provide students with instructional feedback about their writing.
* Provide students with opportunities to edit their work for final publication.

Goal V

use available forms of media and technology as an integral part of language arts experience

Performance Standard: The student will be able to:

* use technology to enhance learning
* identify keyboard pointing and clicking mouse

Assessment Strategies:
Teacher Observation; Student Demonstrations

Suggested Instructional Activities:

* Cyberkids Online Magazine for Kids http://cyberkids.com/ Cyberkid is a free online magazine for kids by kids and has been included on ICONnect's list as an example of the growing locations where children have an opportunity to publish online. It is primarily a fun site with stories, artwork, puzzles, and an Interactive chatroom. The publishers of Cyberkids sponsor a writing and art contest.
  - Suggested Grade Level: 1–5

* Poetry Pals http://www.geocities.com/EnchantedForest/5165 is an interactive Language Arts site for Primary Grades. Poetry Pals is a K12 Student Poetry Publishing Project developed by teachers during the 1997 Santa Clara County Office of Education (Calif.) Technology Institute. The Project is open to any student or class and features a webpage where students from all over the world have published their original poetry. There are forms, definitions, lessons for teachers, and links to other child-appropriate poetry sites. The project will continue during the 1998-1999 school year with new social studies, math, and science poems contributed by participants.

Goal VI
gather, analyze, and respond to information from primary and secondary sources.

Performance Standard: The student will be able to:

* gather, organize, evaluate and summarize with teacher direction a variety of print and non-print resources
* relate new information to prior knowledge and personal experience
* use basic reference tools

Assessment Strategies:
Teacher Observation; Student Demonstrations; Written, Oral, and Visual Responses

Suggested Instructional Activities:

* Students can interview one or two grandparents at a time; focus on family research; or look at one topic at a time such as food, animals, recreation, school or transportation.

Second Hundred Words

new	great	put	kind
sound	where	end	hand
take	help	does	picture
only	through	another	again
little	much	another	again
work	before	large	off
know	line	must	play
place	right	big	spell
year	too	even	air
live	mean	such	away
me	old	because	animal
back	any	turn	house
give	same	here	point
most	tell	why	page
very	boy	ask	letter
after	follow	went	mother
thing	came	men	answer
our	want	read	found
just	show	need	study
name	also	land	still
good	around	different	learn
sentence	form	home	should
man	three	us	America
think	small	move	world
say	set	try	high

Common suffixes: -s, -ing, -ed, -er, -ly, -est

From: Informal Diagnosis of Reading Difficulties

Grade 3

Goal I
choose and apply strategies that enhance the fluent and proficient use of language arts to construct meaning of written, visual, and oral text

Performance Standard: The student will be able to:

* use prior knowledge and experience to interpret and predict
* recall events, plot, setting, and characters from the text
* identify main idea and supporting details by paraphrasing and summarizing
* find evidence to determine cause and effect and supporting conclusions
* expand comprehension by sequencing, comparing, contrasting and using graphic organizers
* apply phonetic principles to reading
* use meaning, context and picture cues to comprehend story
* read and write basic grade level designated sight words
* work out unknown words, reread and self correct when necessary to comprehend
* build vocabulary by interpreting context clues and using dictionaries, glossaries, and other resources
* reading familiar text confidently
* adjust reading speed orally and silently according to purpose
* understand sentence structure and paragraphs as elements of story

Assessment Strategies:

Teacher Observation of Reading Behavior, Running Records, Anecdotal Records, Word Writing and Spelling Assessment, Analysis of Oral Reading

Suggested Instructional Activities:

* Model a balanced approach to word identification strategies while reading aloud.
* Consider (a) information about current research and effective practices, and (b) students' individual needs when planning word identification instruction.
* Teach students strategies to use in determining unfamiliar words.
* Provide feedback to students as they independently practice word identification strategies.
* Ask questions and make comments that lead students to self-correct their errors.
* Allow adequate wait time to encourage students to independently monitor and self-correct word recognition errors.

* Model strategies for Developing Metacognitive (Self-Monitoring) Behaviors
    1. Identify "what you know" and "what you don't know"
    2. Talk about thinking
    3. Keep a thinking journal
    4. Plan and self-regulation
    5. Debrief the thinking process
    6. Self-Evaluate

Goal II
understand, appreciate and respond thoughtfully to texts from many literary periods, genre, and cultures

Performance Standard: The student will be able to:

* identify various genre
* read literature to understand different view of family, friendship, culture, and tradition
* read and understand traditional and contemporary children's literature - beginning chapter books
* read for a variety of reasons, pleasure, information, entertainment
* respond to different types of text using the language arts

Assessment Strategies:
Samples of oral, written, or visual responses to text, Samples of oral, written, or visual retellings of text, Teacher Observations, Analysis of responses for author and book comparisons

Suggested Instructional Activities:
* Consider (a) information about current research and effective practices in teaching reading comprehension and (b) students' individual needs when planning lessons and assigning readings in all content areas.
* Demonstrate and explicitly teach strategies to support comprehension.
* Provide opportunities for students to discuss comprehension strategies they use.
* Provide multiple opportunities for students to read many different types of text (e.g., nonfiction, fiction, poetry) written at their instructional and independent reading levels.
* Provide multiple opportunities for students to read and follow directions intended for students at the third grade level, both independently and with supervised practice and feedback.
* Provide supervised practice and feedback for students as they retell selections both orally and in writing.
* Demonstrate and teach strategies that will support students' retellings and summarizations of selections.
* Provide appropriately supported opportunities for students to read and answer specific questions about texts in all content areas.
* Provide multiple opportunities to read, discuss, and interpret diagrams, charts, and graphs in all content areas.
* Provide opportunities for students to read and respond to quality literature written by people with various cultural perspectives.
* Provide opportunities for students to read and respond to quality literature written about their own culture.

Goal III

apply knowledge of language structure and conventions in order to write and speak English proficiently to communicate ideas clearly

Performance Standard: The student will be able to:

* introduce formation of cursive letters
* edit for
    - apostrophes in contractions and show possession
    - use commas in dates, letters, series,
    - capitalization of names of people and groups, beginning of sentence, titles, 'I'
* revise by adding and taking out parts
* use available resources to correct spelling in final drafts

Assessment Strategies:

Teacher Observation, Classroom Discussion, Written and Oral Responses

Suggested Instructional Activities:

* Challenge students to extend their knowledge of variations in word meanings, the origins of English words, modern sources of words, and the continuing evolution of language.
* Introduce and reinforce phonics and spelling generalizations as determined by students' needs.
* Model the application of phonics and spelling generalizations during reading and writing activities in all subject areas.
* Talk about how the use of conventions can help both the writer and the reader understand what the writer is trying to say
* Celebrate the conventions children already use in their writing and help them to keep a cumulative list as they learn new conventions
* Teach brief, specific lessons in response to patterns observed in student work
* Model your use of conventions and talk about how they function in your own writing
* Offer mini-lessons in which children predict where conventions need to be placed in text
* Encourage children to notice conventions in their reading and to talk about how they clarify the writer's meaning
* Display correct uses of a specific convention and ask children to formulate a rule for correct usage
* Interview children frequently to discover if they have used any new conventions
* Underline specific conventions in a text, then ask children to find the same conventions in their own writing
* Ask individual children to conduct mini-lessons on conventions they know.

Goal IV

create works using the language arts in visual, oral, written, and performance based forums for a variety of audiences and purposes

Performance Standard: The student will be able to:

* communicate effectively in narrative mode
* begin to write a focused paragraph with a topic sentence
* write using detailed examples to a self selected topic or a prompt
* make teacher guided class presentation that is clear, well organized, uses suitable words and is of appropriate length

Assessment Strategies:

Teacher Observation; Written, Oral, and Visual responses; Student Demonstrations, Demonstrations of Writing Process and Product (**Narrative**)

Suggested Instructional Activities:

* Write descriptive and narrative compositions about experiences, stories, people, objects, and events.
* Write poems of varied forms.
* Write paragraphs and reports to inform peers and demonstrate their knowledge of a topic.
* Assist students in developing and using a writing process (a plan for writing), providing timely feedback about their writing attempts.
* Provide students with a rubric, or evaluation outline, to guide them as they compose.
* Provide models of high quality, average, and unacceptable compositions and discuss distinguishing characteristics of each.
* Model and teach students to use a writing process to plan, organize, revise and edit their work.
* Teach students to compose cohesive paragraphs about a single topic.
* Provide students with multiple opportunities to revise and edit their compositions with feedback from teachers, peers, or family members.
* Teach students to develop their own criteria for revision and editing work.
* Provide opportunities to present selected compositions to specific audiences.
* Teach common structures for descriptive and narrative compositions.
* Provide multiple examples of both descriptive and narrative text.
* Provide supervised practice and feedback as students draft, revise, and edit their compositions.
* Teach students to recognize and write common forms of poetry, including cinquains, diamantes, haiku, limericks, poems with rhyming couplets, and free verse.

Goal V
use available forms of media and technology as an integral part of language arts experience

Performance Standard: The student will be able to:

* use available media and technology to enhance learning: videos, library, computer
* identify keyboard pointing and clicking of mouse

Assessment Strategies:
Teacher Observation; Student Demonstrations

Suggested Instructional Activities:

* Cyberkids Online Magazine for Kids http://cyberkids.com/ Cyberkid is a free online magazine for kids by kids and has been included on ICONnect's list as an example of the growing locations where children have an opportunity to publish online. It is primarily a fun site with stories, artwork, puzzles, and an Interactive chatroom. The publishers of Cyberkids sponsor a writing and art contest.
  - Suggested Grade Level: 1–5 Teacher Observation; Student Demonstrations

Goal VI
gather, analyze, and respond to information from primary and secondary sources.

Performance Standard: The student will be able to:

* extract information from non fiction sources and write a report

Assessment Strategies:
Teacher Observation; Student Demonstrations; Written, Oral, and Visual Responses

Suggested Instructional Activities:
* Discuss resource materials used to support learning on a topic, and provide multiple opportunities for students to select and use resource materials to locate specific information.
* Provide opportunities for students to research topics of personal interest.
* Provide opportunities for students to use information resources for real-life purposes.
* Teach strategies for students to self-select books at their independent reading levels.

Third Hundred Words

every	left	until	idea
near	don't	children	enough
add	few	side	eat
food	while	feed	face
between	along	car	watch
own	might	mile	far
below	close	night	India
country	something	walk	real
plant	seem	white	almost
last	next	sea	let
school	hard	began	above
father	open	grow	girl
keep	example	took	sometimes
tree	begin	river	mountain
never	life	four	cut
start	always	carry	young
city	those	state	talk
earth	both	once	soon
eye	paper	book	list
light	together	hear	song
thought	got	stop	leave
head	group	without	family
under	often	second	body
story	run	late	music
saw	important	miss	color

Common suffixes: -s, -ing, -ed, -er, -ly, -est

From: Informal Diagnosis of Reading Difficulties

Grade 4

Goal I
choose and apply strategies that enhance the fluent and proficient use of language arts to construct meaning of written, visual, and oral text

Performance Standard: The student will be able to:

* read and write for a variety of purposes
* choose to read as a leisure activity (i.e., extended periods of time, independently)
* speak clearly, expressively and meaningfully in various situations
  - plan and execute a brief presentation to the total class
  - exchange ideas about a specific topic in small group discussions
* listen meaningfully for a variety of purposes (oral presentations, tapes, videos)
  - orally question and respond to class presentations, tapes, and videos
* view text and audio and visual presentations
  - identify and accurately report the main and subordinate ideas
* create a project through non-verbal means to express oneself
  - make free hand drawings (posters, charts, tables, graphs, etc.)

Assessment Strategies:
Summary, Narrative and Expository Structured Retellings, Graphic Organizers, Open-ended Responses to Literature, Reading Journals

Suggested Instructional Activities:

* Demonstrate and explicitly teach strategies to support comprehension.
* Provide opportunities for students to discuss comprehension strategies they use.
* Provide multiple opportunities for students to read many different types of text (e.g., nonfiction, fiction, poetry) written at their instructional and independent reading levels. .
* Demonstrate and teach strategies that will support students' retellings and summarizations of selections. .
* Provide multiple opportunities to read, discuss, and interpret diagrams, charts, and graphs in all content areas.
* Provide adequate time and structure for sustained, silent reading.
* Frequently read samples of many different types of text aloud to students (e.g., poetry, fiction, historical fiction, nonfiction).
* Identify and discuss characteristics of different types of text.
* Provide opportunities for students to select, read, and discuss different types of texts.
* Organize some instruction around a particular type of literature (such as a folk tale), theme (such as good vs. evil), or a particular author.
* Make clarifying or reflective statements and ask guiding questions that assist students in (a) identifying the problem or issue, (b) clarifying or redirecting the discussion as needed, (c) summarizing or leading students to new questions or issues for future discussions..
* Provide students with opportunities to take on various roles in small and large groups, including the role of giving directions to others.

* Model strategies for Developing Metacognitive (Self-Monitoring) Behaviors
  1. Identify "what you know" and "what you don't know"
  2. Talk about thinking
  3. Keep a thinking journal
  4. Plan and self-regulation
  5. Debrief the thinking process
  6. Self-Evaluate

Goal II
understand, appreciate and respond thoughtfully to texts from many literary periods, genre, and cultures

Performance Standard: The student will be able to:

* discuss and interpret material by
  - identifying cause and effect
  - compare and contrast their work to others with similar topics, themes, and genres
  - drawing conclusions
  - recognizing fact and opinion
  - predicting outcomes as students read/listen to/view text
  - make generalizations
  - classifying
  - support judgments by drawing from previous experiences and knowledge
  - recognizing author's purpose
  - identify and use main ideas and supporting details in informational text or elements such as key events, main ideas and setting in narratives
  - support inferences by referring to materials read
  - identify literary conventions and tell how they help the reader understand the genre (figures of speech, imagery, and symbolism)

Assessment Strategies:

Open-ended Response to Literature, film, video, art reproductions, Oral Presentations

Suggested Instructional Activities:

* Read quality literature aloud to students.
* Frequently read samples of many different types of text aloud to students (e.g., poetry, fiction, historical fiction, nonfiction).
* Identify and discuss characteristics of different types of text.
* Provide opportunities for students to select, read, and discuss different types of texts.
* Organize some instruction around a particular type of literature (such as a folk tale), theme (such as good vs. evil), or a particular author.
* Provide multiple exposures to target vocabulary and develop relationships among words through activities such as word building, word sorts, semantic maps, developing personal glossaries, and reading across the content areas.
* Provide opportunities for students to read frequently at their independent reading levels..
* Draw attention to new words, providing both oral and written models of word usage.
* Provide multiple opportunities for students to identify and compare main characters and events across stories.
* Allow students multiple opportunities, in varying formats, to offer responses to works that are read or heard.
* Demonstrate and encourage the use of visual organizers as an aid to story comprehension.
* Employ dramatic activities and oral performances, when appropriate, to support students' comprehension of fiction and plays.
* Teach students to recognize common nonfiction text structures such as compare/contrast, chronological order.
* Provide opportunities for students to read and respond to quality literature written by people with various cultural perspectives.

Goal III

apply knowledge of language structure and conventions in order to write and speak English proficiently to communicate ideas clearly

Performance Standard: The student will be able to:

* plan appropriate strategies for comprehending, interpreting, and evaluating text
  - talk, write, use graphic organizers, draw, list, chronicle, retell
* use reflection, reevaluation, and revision, engage in writing, speaking, and developing visual text
* use variations of language appropriate to purpose, audience, and task
* develop fluency and competency in the English language arts by using and building upon the strengths of learner language and culture
* write different types of grammatically correct sentences, emphasizing parts of speech
* edit appropriately
  - capitalization, punctuation, verb tense
* write legibly
* write grammatically correct paragraphs about specific topics
  - produce a 5-6 paragraph essay utilizing the process writing approach

Assessment Strategies:

Writing Samples (Draft to Final Product), CMT based-rubrics

Suggested Instructional Activities:

* Assist students in developing and using a writing process (a plan for writing), providing timely feedback about their writing attempts.
* Provide students with a rubric, or evaluation outline, to guide them as they compose.
* Provide models of high quality, average, and unacceptable compositions and discuss distinguishing characteristics of each.
* Model and teach students to use a writing process to plan, organize, revise and edit their work.
* Provide students with multiple opportunities to revise and edit their compositions with feedback from teachers, peers, or family members.
* Teach students to develop their own criteria for revision and editing work.
* Provide opportunities to present selected compositions to specific audiences.
* Teach students to identify and use nouns, verbs, and personal pronouns.
* Teach common structures for descriptive and narrative compositions.
* Provide multiple examples of both descriptive and narrative text..
* Teach students to recognize and write common forms of poetry, including cinquains, diamantes, haiku, limericks, poems with rhyming couplets, and free verse.

Goal IV

create works using the language arts in visual, oral, written, and performance based forums for a variety of audiences and purposes

Performance Standard: The student will be able to:

* interact with others in creating, interpreting, and evaluating written, oral, and visual text
  - speak, write or draw in a variety of modes with a focus on the narrative and expository approach
* decide upon purpose, audience, and point of view, to present appropriate features of narrative, expository or persuasive writing to achieve desired purpose
* read, view, dramatize, and/or write using various literary genre
* create a project through non-verbal means of self-expression
  - make free hand drawings (posters, charts, tables, graphs)

Assessment Strategies:

Teacher Observation; Written, Oral, and Visual responses; Student Demonstrations, Demonstrations of Writing Process and Product (**Expository/Descriptive**)

Suggested Instructional Activities:

* Provide each student with opportunities and strategies that allow each individual to contribute meaningfully to class discussions.
* Model the use of new vocabulary during class discussion.
* Make clarifying or reflective statements and ask guiding questions that assist students in (a) identifying the problem or issue, (b) clarifying or redirecting the discussion as needed, (c) summarizing or leading students to new questions or issues for future discussions.
* Provide students with opportunities to work in structured groups of various sizes.
* Provide students with opportunities to take on various roles in small and large groups, including the role of giving directions to others.
* Model oral presentations that demonstrate appropriate consideration of audience, purpose, and information to be conveyed.
* Provide students with guidelines and/or scoring rubrics to help them prepare for presentations in advance.
* Assist students in developing and using a writing process (a plan for writing), providing timely feedback about their writing attempts.
* Provide students with a rubric, or evaluation outline, to guide them as they compose.
* Provide models of high quality, average, and unacceptable compositions and discuss distinguishing characteristics of each.
* Model and teach students to use a writing process to plan, organize, revise and edit their work.
* Provide students with multiple opportunities to revise and edit their compositions with feedback from teachers, peers, or family members.
* Teach students to develop their own criteria for revision and editing work.
* Provide opportunities to present selected compositions to specific audiences.
* Teach common structures for descriptive and narrative compositions.
* Provide multiple examples of both descriptive and narrative text.
* Provide supervised practice and feedback as students draft, revise, and edit their compositions.
* Teach students to recognize and write common forms of poetry, including cinquains, diamantes, haiku, limericks, poems with rhyming couplets, and free verse.

Goal V
use available forms of media and technology as an integral part of language arts experience
Performance Standard: The student will be able to:

* listen to a tape or video presentation
* produce visual text to express, develop, and substantiate ideas and experiences

Assessment Strategies:
Projects, Rubrics

Suggested Instructional Activities:

* Demonstrate and model a variety of strategies for recording information from both orally presented and written sources.
* Provide students with supervised opportunities to use different strategies as they record information from speakers, video, or written sources.
* Teach students basic steps in summarizing information.
* Provide supervised opportunities to practice summarization.
* Provide opportunities for students to evaluate the effectiveness of their summaries and written notes.
* Become familiar with **On Assignment** http://mac1.ocps.k12.fl.us/sch/edo/asgn.html This weekly web-based assignment is designed to demonstrate how technology can be integrated with curriculum . Geared toward elementary students, the simple activities tackle a variety of topics and include pre-thinking and post-thinking questions and extensions.

Goal VI
gather, analyze, and respond to information from primary and secondary sources.

Performance Standard: The student will be able to:

* use appropriate reference materials such as: encyclopedias, atlases, almanacs, Internet, CD-ROM's, and special reference books
* use strategies such as graphic organizers, take notes, and respond to questions to create a final product
* generate questions for gathering data from appropriate first hand, visual and print sources, and categorize the data to produce a final product

Assessment Strategies:
Graphic Organizers, Oral Presentation Rubrics, Essays (Expository, Persuasive)

Suggested Instructional Activities:

* Discuss resource materials used to support learning on a topic, and provide multiple opportunities for students to select and use resource materials to locate specific information.
* Provide opportunities for students to research topics of personal interest.
* Provide opportunities for students to use information resources for real-life purposes.
* Demonstrate and model a variety of strategies for recording information from both orally presented and written sources.
* Provide students with supervised opportunities to use different strategies as they record information from speakers, video, or written sources.
* Teach students basic steps in summarizing information.
* Provide students with opportunities to work in structured groups of various sizes.
* Teach students to distinguish between information that is on topic and information that is extraneous to the topic being discussed.

Grade 5

Goal I
choose and apply strategies that enhance the fluent and proficient use of language arts to construct meaning of written, visual, and oral text

Performance Standard: The student will be able to:

* read and write for a variety of purposes
* choose to read as a leisure activity (i.e., extended periods of time, independently)
* speak clearly, expressively and meaningfully in various situations
  - plan and execute a brief presentation to the total class
  - exchange ideas about a specific topic in small group discussions
* listen meaningfully for a variety of purposes (oral presentations, tapes, videos)
  - orally question and respond to class presentations, tapes, and videos
* view text and audio and visual presentations
  - identify and accurately report the main and subordinate ideas
* create a project through non-verbal means to express oneself
  - make free hand drawings (posters, charts, tables, graphs, etc.)

Assessment Strategies:
Respond to Open-Ended Literature Prompts, Graphic Organizers, Summaries, Journal Responses, Self-Assessment

Suggested Instructional Activities:

* Teach the **Reader Response Model in Order** to develop independent critical readers. By building on the initial knowledge readers have of how to understand stories, teachers can formalize and make conscious for students a process of literary response and analysis. The process described below is based on two assumptions:

  1. Writing is a tool for thinking about literature. It makes concrete the reader's thinking about the text and his/her way(s) of understanding it.
  2. Sharing in groups allows students to test and amplify early understanding (s) of the text.

The following procedures are intended to foster engagement with the text, response to the text, analysis of the text, and assimilation of the text.

1. Assign students a writing task that will focus attention on an aspect of the text that may be interesting, problematic, and/or significant. Some activities which might be used for this purpose are:
   - free writing or an impromptu speech about a similar experience
   - fictional writing similar in some way to the text to be read. (For example, the students might write a short piece in the first person plural point of view before reading a short novel.)
   - jotting a list of words freely associated with the title or theme
   - writing and comparing definitions of history before reading a work of historical fiction
   - small group discussion and cording c o rding of existing knowledge of the author or setting of the text
   - writing or orally presenting predictions or speculations of a possible future event suggested by a brief excerpt from the text.
2. Invite students to read to an appropriate point in the text and record personal responses (feelings, ideas, experiences, and questions spurred by the reading).
3. Direct students to consider their initial written response and generate a list of significant questions that are likely to lead to interpretation of the text as a whole.

4. Ask students to share their questions in discussion groups.
5. Provide a teacher-directed activity or problem solving task that demonstrates a critical model appropriate to the text (e.g., a formalist, cultural-historical, psychological, or archetypal approach).
6. Direct students to do a close rereading of the text and identify textual evidence that may support the application of the chosen critical model.
7. Have students apply the critical model in answering the questions identified in Step 3.
8. Ask students to share their solutions to the significant questions with the whole class, defending their solutions with evidence from the text and responding to questions from the group.
9. Ask students to demonstrate an understanding of the work through a variety of activities that challenges students to do, for example, one of the following:

- demonstrate understanding of the work as a whole through a valid interpretation, using at least one identifiable critical perspective in the interpretation
- supply imagined dialogue between two characters in a scene
- add another episode in a story sequence
- insert a scene that was only alluded to in the original text
- rewrite a segment from the viewpoint of another character
- add an epilogue
- rewrite the conclusion to include a dream scene.

* When considering the reading needs of Middle Level students, it is important to realize that all readers (ineffective readers, average readers, and proficient readers) differ considerably in their interests, aptitudes, personalities, backgrounds, and learning styles. Their varied needs can be addressed successfully in a reading program that includes features such as the following:

* Silent reading is modeled by the teacher and class time is provided for students to engage in sustained silent reading.
* The teacher regularly reads aloud to the students.
* The students read aloud from selections they have chosen, after they have had the opportunity to practice.
* There is a combination of guided reading instruction and independent reading time in which students have opportunities to read material of their choice and practice the strategies they have learned during guided reading experiences.
* Teachers facilitate rather than lead discussions about what is read (e.g., Literature Circles).
* Opportunities are provided for various group structures to interact: heterogeneous, homogeneous; interest groups, ability level groups.

Goal II
understand, appreciate and respond thoughtfully to texts from many literary periods, genre, and cultures

Performance Standard: The student will be able to:

* discuss and interpret material by
  - identifying cause and effect
  - compare and contrast their work to others with similar topics, themes, and genres
  - drawing conclusions
  - recognizing fact and opinion
  - predicting outcomes as students read/listen to/view text
  - make generalizations
  - classifying
  - support judgments by drawing from previous experiences and knowledge

- recognizing author's purpose
- identify and use main ideas and supporting details in informational text or elements such as key events, main ideas and setting in narratives
- support inferences by referring to materials read
- identify literary conventions and tell how they help the reader understand the genre (figures of speech, imagery, and symbolism)

Assessment Strategies:
Respond to Open-Ended Literature Prompts, Graphic Organizers, Summaries, Journal Responses, Self-Assessment

Suggested Instructional Activities:

* Provide opportunities for students to read and respond to quality literature written by people with various cultural perspectives.
* Provide opportunities for students to read and respond to quality literature written about their own culture.
* Use with and teach students to create their own probing questions which require the student to go beyond an initial response.

TYPES OF PROBES

1. **Clarification:** Seeking a clearer or more complete answer
   "What do you mean by that?" (explain)
   "Can you say it another way?" (rephrase)
   "Can you tell me more?" (elaborate)
   "What does that term mean?" (define)
2. **Critical Thinking**: Justifying the response
3. **Refocus**: Tying responses to related issues
4. **Prompt:** Providing hints, clues or a series of leads after a pupil says, "I don't know."
5. **Redirect:** Technically not a probing question, but serves to bring together responses from other students and change the interaction pattern.

* Provide opportunities to write about various aspects of literature such as
  * A citation from the mayor or a civic group to praise a character's actions.
  * A newspaper editorial about an issue (or theme) in the book.
  * A personal letter to a character in the story.
  * A questionnaire administered to the public about an issue from the book.
  * A dialogue between two characters, either from the same novel or from different ones.
  * An interview with a character, with you as interviewer or with someone else as interviewer.
* **Summarizing** Teachers may introduce Summarizing by asking individuals to describe briefly what was said or written. They may do this individually or in groups, orally, or written.

Students :

1.Brainstorm ideas about what they have read or discussed.
2.Delete irrelevant or unnecessary information.
3.Organize remaining content into a summary.

Summarizing helps students recall the major elements in a piece of literature or the major points in expository text.

Goal III

apply knowledge of language structure and conventions in order to write and speak English proficiently to communicate ideas clearly

Performance Standard: The student will be able to:

* plan appropriate strategies for comprehending, interpreting, and evaluating text
  - talking, writing, graphic organizers, drawing, listing, chronicling, retelling information
* use reflection, reevaluation, and revision, engage in writing, speaking, and developing visual text
* use variations of language appropriate to purpose, audience, and task
* develop fluency and competency in the English language arts by using and building upon the strengths of learner language and culture
* write different types of grammatically correct sentences, emphasizing parts of speech
* edit appropriately
  - capitalization first word in dialogue, punctuate comma in a series, use quotation marks, use singular and plural subjects
* write legibly
* write grammatically correct paragraphs about specific topics
  - produce a 5-6 paragraph essay utilizing the process writing approach

Assessment Strategies:

Writing Samples (Draft to Final Product), CMT based-rubrics

Suggested Instructional Activities:

* Suggestions for integrated grammar instruction include the following:
  * Provide students with opportunities to use language in a variety of relevant and meaningful situations.
  * Limit the use of grammatical terms to those that are useful for immediate discussion and instruction.
  * Expose students to well-written and well-spoken material.
  * Provide grammar mini-lessons within students' reading and writing (e.g., revision, editing) experiences.
  * Draw students' attention to ways that authors use language for specific purposes or effects (e.g., sentence structures, metaphors, dialogue).
  * Use literature that students are reading to provide examples of various grammatical concepts and skills.
  * Encourage students to imitate language patterns from literature.
  * Use examples of student writing to demonstrate the various grammatical concepts.

Goal IV

create works using the language arts in visual, oral, written, and performance based forums for a variety of audiences and purposes

Performance Standard: The student will be able to:

* interact with others in creating, interpreting, and evaluating written, oral, and visual text
  - speak, write or draw in a variety of modes with a focus on the expository and persuasive approach
* decide upon purpose, audience, and point of view, to present appropriate features of narrative, expository or persuasive writing to achieve desired purpose
* read, view, dramatize, and/or write using various literary genre
* create a project through non-verbal means of self-expression
  - make free hand drawings (posters, charts, tables, graphs)

Assessment Strategies:

Teacher Observation; Written, Oral, and Visual responses; Student Demonstrations, Demonstrations of Writing Process and Product (**Expository/Descriptive**)

Suggested Instructional Activities:

* **Record a Moment in Time** Students design an accordion book of historic events. They use art to tell a story and record an historic moment. Students analyze points of view in art by identifying visual clues to locate an event in time, and appreciate the influence history has on people today.
Procedure: 1.List key events in your region's history. 2.Draw a picture of each event. 3.Provide clues that locate your picture in time. For example: clothing, transportation 4.Write a caption for each picture. 5.Tape your pages in order. Fold on the taped edge and stand your book up.

* **How-to Posters** Students enhance their respect for the practical know-how of early Americans by preparing an instructional poster for a skill that would have been useful during colonial times.
Procedure: 1.Divide the class into discussion teams to brainstorm a list of skills that early Americans, such as colonial settlers or Native Americans, needed in order to survive. Suggest that teams consult reference and textbooks to learn how different groups provided for basic needs, such as food, clothing, shelter, child-rearing, and transportation. Then break down those activities into specific skills. Lists might include: building a canoe, making tools, gathering food, making weapons, etc. 2.Bring the class together to make a master list. Then have individuals (or partners) choose one skill/activity to research. Students will then use the information they find to create a how-to poster that explains how to carry out the activity. Posters should be illustrated with drawings, photocopies of pictures, or diagrams, and include explanatory text and labels, as necessary. A poster on building a canoe, for example, might show a sequence of steps, such as finding a proper log, hollowing it out, and preparing the exterior. Students could use a cutaway diagram to show the canoe's structure. Students could also include drawings of the tools needed. 3.Encourage students to give a brief oral presentation of the activity on their posters. They might also discuss the process they followed in their research, how they chose which steps to illustrate, or which steps were difficult to show.

Goal V
use available forms of media and technology as an integral part of language arts experience
Performance Standard: The student will be able to:

* listen to a tape or video presentation
* produce visual text to express, develop, and substantiate ideas and experiences

Assessment Strategies:
Projects, Self-Assessment, Rubrics

Suggested Instructional Activities:

* Demonstrate and model a variety of strategies for recording information from both orally presented and written sources.
* Provide students with supervised opportunities to use different strategies as they record information from speakers, video, or written sources.
* **E-MAIL FOR LANGUAGE ARTS, GRADES: 5-9**

Most students these days have access to a computer the classroom, school library, or at home.

Character postcards
1.Go to the following site and create a postcard from the point of view of one of the characters in the stories you have read so far.
http://www.kodak.com/digitalImaging/pictureThis/picThisHome.jhtml
2.What backgrounds, pictures would that character choose? What message would that character send?
3.When students are finished designing the character's postcard, they send it to your e-mail address for credit.
Note: Other free e-card sites may also be used.

Alphabet Poem
1.Go to the following site for directions on how to write an alphabet poem. The site shows you how to write two different types. You may choose either one.
http://fuzzy.snake den.org/lessons/wpalpha.html
2.Once you have typed the poem, copy it, paste it, and send it to teacher in an e-mail.

Goal VI
gather, analyze, and respond to information from primary and secondary sources.

Performance Standard: The student will be able to:

* use appropriate reference materials such as: encyclopedias, atlases, almanacs, Internet, CD-ROM's, and special reference books
* use strategies such as graphic organizers, take notes, and respond to questions to create a final product
* identify primary and secondary sources to create a research project

Assessment Strategies:

Graphic Organizers, Oral Presentation Rubrics, Essays (Expository, Persuasive)

Suggested Instructional Activities:

* Teach Students How to Gather Information on a Familiar Topic by using some form of the following steps:

1. Make a list of things you know how to do, or areas of knowledge you feel you know something about.
2. Discuss the list with another person or with a small group, listening to the voices as they work with the information.
3. Choose a topic from the list and make a web. Talk about the web.
4. Focus on an aspect of the web or work to expand the web if it is needed. Or start a new web if the choice was not a good one.
5. Formulate questions about the part of the web you have chosen.
6. Find some reading material about your subject. Make a web from the reading material if that will help.
7. Make notes, either by posting them under the questions you formulated or by keeping them on the same page.
8. Talk about your subject using your notes.
9. Talk about your subject without using your notes.
10. Write a letter to someone explaining your subject.

Grade 6

Goal I
choose and apply strategies that enhance the fluent and proficient use of language arts to construct meaning of written, visual, and oral text

Performance Standard: The student will be able to:

* explore text for a variety of purpose such as: enjoyment, information, interpretation
  - set purposes, ask questions, identify key vocabulary, and make predictions prior to and during reading and viewing
  - use strategies and prior knowledge to interpret text: construct meaning, draw conclusions, infer, compare/contrast, generalize, summarize
  - respond to text by connecting to personal knowledge and experience
  - identify literary elements and genre
  - analyze author's style, tone, and purpose
* develop new vocabulary through literature and supplementary vocabulary activities
* engage in reflective, divergent and flexible thinking
* organize information in a variety of formats
* use technology in communication and research
* work collaboratively with peers

Assessment Strategies:
Respond to Open-Ended Literature Prompts, Graphic Organizers, Summaries, Journal Responses, Self-Assessment

Suggested Instructional Activities:

The CSDE (CMT Language Arts Handbook) recommends a variety of instructional strategies. A few are listed below, however, the teacher is advised to refer to the handbook for more information.

* **Reciprocal Teaching** is an instructional strategy which occurs as teachers and students dialogue and share their unique understandings of segments of text. The dialogue or verbal interchange is defined by the use of four strategies: summarizing, question generating, clarifying, and predicting. The teacher and students take turns assuming the role of reachers in leading the dialogue/discussion.

  Procedure: When Reciprocal Teaching is first introduced, teacher and students discuss why a text may be difficult to understand, why it is important to have a strategic approach to reading and studying, and how to monitor one's understanding. Students are then given a description of the four strategies: summarizing, question generating, clarifying, and predicting. The teacher then models by asking a question that he/she believes is most important in the material read. The students respond to the question. The teacher summarizes the information read, points out issues in or with the text that are unclear (clarifying) and finally demonstrates a prediction as to what will happen next. Once the procedure is demonstrated by the teacher, it is now time for the students to assume the 'lead role' and model the procedure. Students continue to read segments of the text as all students have the opportunity to assume the lead role.

* **Summarizing** Teachers may introduce Summarizing by asking individuals to describe briefly what was said or written. They may do this individually or in groups, orally, or written.

Students :

1.Brainstorm ideas about what they have read or discussed.
2.Delete irrelevant or unnecessary information.
3.Organize remaining content into a summary.

Summarizing helps students recall the major elements in a piece of literature or the major points in expository text.

* **Grand Conversation** A group leader encourages students to join in a discussion of the text. The leader records topics and issues discussed. At the conclusion of the grand conversation, the leader looks for any patterns that appear in the recorded responses and reports them to the group. This strategy encourages and shared responses, expansion, inquiry and exploration of the text.

The teacher may begin: "What the did you think of the story?" Teacher probes; students contribute. Everyone's contributions are accepted. The discussion is freewheeling and is not guided by a teacher. The teacher asks for clarification, elaboration, and explanation and keeps a record of the main ideas discussed. The teacher shares the record with the group for closure. The leader's role is to facilitate and encourage comments to a higher level of thinking.

Goal II
understand, appreciate and respond thoughtfully to texts from many literary periods, genre, and cultures

Performance Standard: The student will be able to:

* explore text for a variety of purpose such as: enjoyment, information, interpretation
  - set purposes, ask questions, identify key vocabulary, and make predictions prior to and during reading and viewing
  - use strategies and prior knowledge to interpret text: construct meaning, draw conclusions, infer, compare/contrast, generalize, summarize
  - respond to text by connecting to personal knowledge and experience
  - identify literary elements and genre
  - analyze author's style, tone, and purpose
  - exercise critical thought about quality of a text including selection, evaluation, opinion, criticism
* develop new vocabulary through literature and supplementary vocabulary activities
* engage in reflective, divergent and flexible thinking
* organize information in a variety of formats
* use technology in communication and research
* work collaboratively with peers

Assessment Strategies:
Respond to Open-Ended Literature Prompts, Graphic Organizers, Summaries, Journal Responses, Self-Assessment

Suggested Instructional Activities:

* Provide opportunities for students to read and respond to quality literature written by people with various cultural perspectives.
* Provide opportunities for students to read and respond to quality literature written about

their own culture.

*** Geometric Character Analysis**

(adapted from Lauren May and David Panenheimer http://www.sdcoe.k12.ca.us/score/actbank/tgeometri.htm)

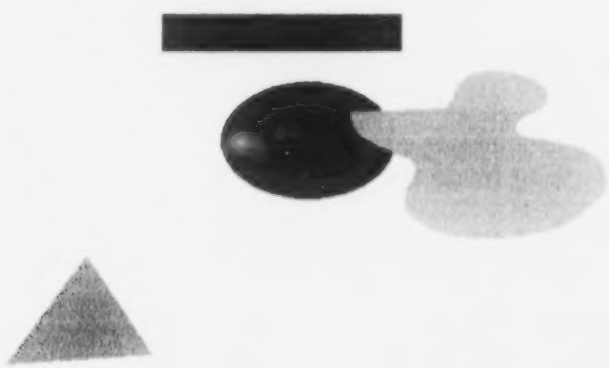
By listing geometric shapes to represent characters and arranging them on paper to suggest their inter-relationships, students explore and discuss possible characterizations and conflicts.

Procedure:

1.Read a short story or novel with complex characters.
2.Draw several geometric figures on the board (circle, triangle, rectangle, square, blob). Ask students what types of personality each shape suggests to them.
3.List the characters. Students choose three. Along the side of a blank piece of paper, they devise a shape to represent each character, labeled with the character's name.
4.In the middle section of the paper, students group the shapes, keeping in mind that the placement and size of the shapes should show the relationships of the characters to one another.
5.On the board, selected students draw then explain their geometric shapes--justifying shape, placement, and size.

6. Individually, students color each shape, cut it out of construction paper and arrange it on paper, placing the figures so they represent character relationship. Students use arrows, dotted or jagged lines, varying shades, to better explain these relationships.
7. Finally, students write about what their geometric design represents about each character. They explain color, shape, size and placement, referring to specific details from the story or novel.
8. Students write a reflection on the activity.

Why: Students gain a better understanding of a story's characters, situations, relationships, and conflicts.
When: During or after a short story, novel or text.



*** Metacognitive Journal**

A higher level of critical thinking occurs when one is aware of one's thought processes. In the Metacognitive Journal, students analyze their own thought processes following a reading or other activity. The Metacognitive Journal encourages students to reflect on their reading processes, their final drafts, or their presentations.

Key questions: What enabled you to gain the most from this experience? What would you do differently if you had more time?

On the left side of the paper, the student records--What I Learned. On the right side of the paper--How I Learned It.

Goal III

apply knowledge of language structure and conventions in order to write and speak English proficiently to communicate ideas clearly

Performance Standard: The student will be able to:

* develop new vocabulary through literature and supplementary vocabulary activities
* speak and write clearly, expressively, and meaningfully
  - use the writing process to develop ideas in a variety of forms
  - apply knowledge of standard English
  - adapt language strategies for specific audience and purpose
* organize information in a variety of formats
* use technology in communication and research
* work collaboratively with peers

Assessment Strategies:

* Encourage self-assessment with key questions such as:
  * What ideas did you offer?
  * Did you support or encourage others?
  * How did you handle conflict?
  * What skills would you like to add to your repertoire for group work?
  * What behaviors, both verbal and non-verbal, positively affected group interactions?
* Writing Samples (Draft to Final Product)
* CMT based-rubrics

Suggested Instructional Activities:

* Encourage students to examine their participation in various group activities.
* Have students work together to develop guidelines for working effectively in groups and accomplishing tasks.
* Ask each student to prepare a chart that identifies tasks best accomplished in groups and those best done individually, including the advantages and disadvantages of each method.
* Introduce students to The Grammar Lady http://www.grammarlady.com/
The Grammar Lady contains Frequently Asked Questions (FAQ's), Spelling Rules, a Question of the Week, and a Grammar Hotline.
* Talk about how the use of conventions can help both the writer and the reader understand what the writer is trying to say..
* Teach brief, specific lessons in response to patterns observed in student work.
* Model your use of conventions and talk about how they function in your own writing.
* Offer mini-lessons in which children predict where conventions need to be placed in a text.
* Encourage children to notice conventions in their reading and to talk about how they clarify the writer's meaning.

Goal IV

create works using the language arts in visual, oral, written, and performance based forums for a variety of audiences and purposes

Performance Standard: The student will be able to:

* speak and write clearly, expressively, and meaningfully
  - use the writing process to develop ideas in a variety of forms
  - apply knowledge of standard English
  - adapt language strategies for specific audience and purpose
* engage in reflective, divergent, and flexible thinking
  - fluency, originality, elaboration
  - planning, problem solving, decision making
* organize information in a variety of formats
* use technology in communication and research
* work collaboratively with peers

Assessment Strategies:

Teacher Observation; Written, Oral, and Visual responses; Student Demonstrations, Demonstrations of Writing Process and Product (**Expository/Persuasive**)

Suggested Instructional Activities:

* Introduce students to the five-paragraph method of expository (**persuasive**) organization, including the use of thesis statement, transition, and conclusion. Have students read models of persuasive essays and point out the features that make them effective (e.g., rhetorical devices). Discuss with the class logical fallacies and bias. Ask students each to identify a topic and write a persuasive essay, applying what they have learned. When they have completed their essays, ask them to discuss the processes they used and what they learned.

*** WRITING-TO-LEARN ACTIVITIES**

Before Reading/Study Activities:

* K-W-LWrite: Students write what they know, want to know, then what they've learned
* Facts, Values Lists: Students write facts in left column, opinions about each one in right column
* First Thoughts: Students write what they already know about a new topic at beginning of unit
* Clusterings: Students put key concept in a circle, then cluster free associations around the circle

Writing through content:

* Problems, Questions: Students write own discussion, study, or exam questions
* Stop-N-Write: Students pause during lesson to write reflections or questions
* Observation Reports: Students record data from science experiments, growth processes, interviews, other events
* Dialectics: Students divide page in half, use left side for note taking, right side for reactions and questions

Writing beyond content

* Sum-up Write: Students summarize learning, pose remaining questions
* Dialogues: Students write ideas from opposing individuals or points of view
* Collaborative writing: Students draft together brief reports, summaries, or responses
* Faction: Students create fiction from facts

Goal V

use available forms of media and technology as an integral part of language arts experience

Performance Standard: The student will be able to:

* explore text for a variety of purpose such as: enjoyment, information, interpretation
* speak and write clearly, expressively, and meaningfully
* engage in reflective, divergent, and flexible thinking
  - fluency, originality, elaboration
  - planning, problem solving, decision making

* organize information in a variety of formats
* use technology in communication and research
* work collaboratively with peers

Assessment Strategies:

Projects, Self-Assessment, Rubrics

Suggested Instructional Activities:

* Demonstrate and model a variety of strategies for recording information from both orally presented and written sources.
* Provide students with supervised opportunities to use different strategies as they record information from speakers, video, or written sources.
* Teach students basic steps in summarizing information.
* Provide supervised opportunities to practice summarization.
* Provide opportunities for students to evaluate the effectiveness of their summaries and written notes.
* Engage the class in a discussion about the various ways people use technology to work together.
* Ask them to identify how forms of technology are suited to specific purposes.
* Have students develop a matrix that relates purposes to technologies (e.g., video conferencing is suitable for distance education but not for co-authoring a story).
* Invite pairs of students to each select a technology, work with it to complete a simple task, then develop a guide for using that technology in collaborative work (e.g., using telephone, fax, e-mail, Internet forums).
* Compile these guides into a class manual of effective uses of technology in working together.

Goal VI

gather, analyze, and respond to information from primary and secondary sources.

Performance Standard: The student will be able to:

* explore text for a variety of purpose such as: enjoyment, information, interpretation

- use strategies and prior knowledge to interpret text: construct meaning, draw conclusions, infer, compare/contrast, generalize, summarize
- respond to text by connecting to personal knowledge and experience
- exercise critical thought about quality of a text including selection, evaluation, opinion, criticism

* speak and write clearly, expressively, and meaningfully
  - use the writing process to develop ideas in a variety of forms
  - apply knowledge of standard English
* engage in reflective, divergent, and flexible thinking
  - planning, problem solving, decision making
* organize information in a variety of formats
* use technology in communication and research
* work collaboratively with peers

Assessment Strategies:

Graphic Organizers, Oral Presentation Rubrics, Essays (Expository, Persuasive)

Suggested Instructional Activities:

* A Computer-based Research Paper on One's Ancestors which requires the following: Multiple computers; printer; Software: word processing, graphics; Ancestor charts; family group charts.
  * Assign the students to prepare a minimum 300 word autobiography entitled "The Three Tenses of My Life."
  * Have them use the word processor to write, proof, edit, and print out a final copy to include in a family research project.
  * Give the students ancestor charts to help them gather and organize information on their family histories.
  * Take students to a library, preferably a historical or genealogical one, to acquaint them with all the available sources.
  * Have the students use the word processing software to prepare many of the sections and have them use the graphics software to prepare a cover for their report.

Note...the teacher is invited to revise this project as needed and visit the following web site for further information. http://ericir.syr.edu/Virtual/Lessons/Ed_Tech/EDT0002.html

Grade 7

Goal I
choose and apply strategies that enhance the fluent and proficient use of language arts to construct meaning of written, visual, and oral text

Performance Standard: The student will be able to:

* explore text for a variety of purpose such as: enjoyment, information, interpretation
  - set purposes, ask questions, identify key vocabulary, and make predictions prior to and during reading and viewing
  - use strategies and prior knowledge to interpret text: construct meaning, draw conclusions, infer, compare/contrast, generalize, summarize
  - respond to text by connecting to personal knowledge and experience
  - identify literary elements and genre
  - analyze author's style, tone, and purpose
* develop new vocabulary through literature and supplementary vocabulary activities
* engage in reflective, divergent and flexible thinking
* organize information in a variety of formats
* use technology in communication and research
* work collaboratively with peers

Assessment Strategies:
Respond to Open-Ended Literature Prompts, Graphic Organizers, Summaries, Journal Responses, Self-Assessment

Suggested Instructional Activities:

* **The Mystery Cafe** In this activity, groups of students plan and perform a mysterious scenario for their classmates. Using a variety of literary conventions such as characterization, setting, and plot development, each group will provide enough clues to make solving the mystery an entertaining challenge for all!
Procedure: 1.Start your class as usual. Have your colleague interrupt by delivering a mysterious package. Inside is an unmarked cassette tape. Act surprised. Play the tape. 2.Invite the class to work on the code, then go and open the locker. Inside you have already placed a computer disk, which students will see and ask to load. On the disk is a variety of files they must search, with your message under an unusual name like "sleuth." Imagine student interest and surprise when the file loads to say "Welcome to the Mystery Cafe. Please turn on the video monitor for further instructions."
3.Turn on the video. Thank your colleague and ask the class if the scenario was fun. Why? Was it believable? Why? 4.Ask if anyone has been to a mystery dinner theater or party. Show materials describing a dinner theater. Explain that it is a participatory experience in which actors and actresses direct the events, but audience members have roles and solve the mystery together. Discuss what kinds of details make such an event successful:

a plot that involves wrongdoing
engaging characters
clues or problems to solve
a resolution

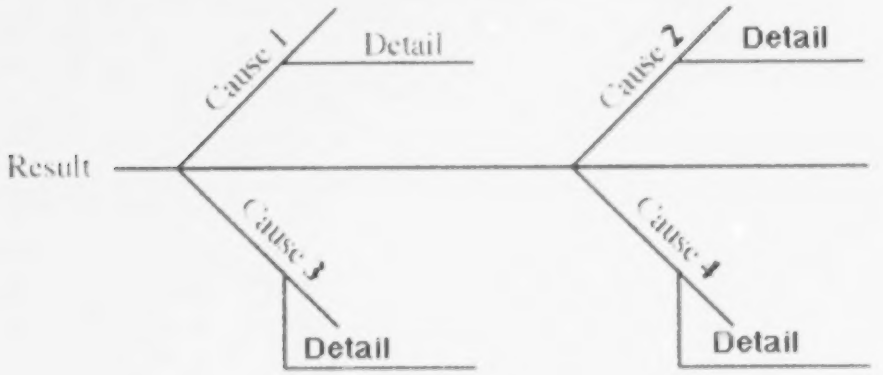
5.Divide the class into groups of 4-6 students. Instruct each group to develop a mystery

with at least 3-5 clues, problems, puzzles, or activities for the class to solve. Brainstorm a list of clue formats. These may include: video, computer graphics, audio support (answering machines, voice mail, etc.), locks, letters, codes, documents such as tickets, bill stubs, credit card slips, etc. Remind them that costumes, props and setting will help to make the scene more engaging. 6. When groups are ready, present the mysteries to the class.

Fishbone Mapping '

* **Herringbone** is used to show the causal interaction of a complex event (an election, a nuclear explosion) or complex phenomenon (juvenile delinquency, learning disabilities).

Key frame questions: What are the factors that cause X ? How do they interrelate? Are the factors that cause X the same as those that cause X to persist?



* **Storyboard** is a graphic, sequential depiction of a narrative. Students recall major events of the story, then illustrate the events in the squares provided.

Goal II
understand, appreciate and respond thoughtfully to texts from many literary periods, genre, and cultures

Performance Standard: The student will be able to:

* explore text for a variety of purpose such as: enjoyment, information, interpretation
  - set purposes, ask questions, identify key vocabulary, and make predictions prior to and during reading and viewing
  - use strategies and prior knowledge to interpret text: construct meaning, draw conclusions, infer, compare/contrast, generalize, summarize
  - respond to text by connecting to personal knowledge and experience
  - identify literary elements and genre
  - analyze author's style, tone, and purpose
  - exercise critical thought about quality of a text including selection, evaluation, opinion, criticism
* develop new vocabulary through literature and supplementary vocabulary activities
* engage in reflective, divergent and flexible thinking
* organize information in a variety of formats
* use technology in communication and research
* work collaboratively with peers

Assessment Strategies:
Respond to Open-Ended Literature Prompts, Graphic Organizers, Summaries, Journal Responses, Self-Assessment

Suggested Instructional Activities:

* Provide opportunities for students to read and respond to quality literature written by people with various cultural perspectives.
* Provide opportunities for students to read and respond to quality literature written about their own culture.
* Provide several activities to be carried out in conjunction with the study of a single assigned book, or to take the place of the traditional book report. Each topic can be modified to accommodate students of greater or lesser sophistication.

Assign or have students choose form the following writing activities:

1. A newspaper account of events from the book. (Examples: a sports report of Alfred's big fight in **The Contender**;a feature story on the rodeo exploits of Thomas Black Bull in **When the Legends Die**)

2. A letter from one character to another. (Examples: from Holden to his brother to describe his adventure in new York City from **Catcher in the Rye**; from Slim to George two years after the ending of **Of Mice and Men**)

3. A script for the Evening News either radio or television about an incident from the book. (Examples: the discovery of the hiding place in the Secret Annex in Anne Frank; the death of Adam's father and mother in **I am the Cheese**)

4. An entry in Who's Who for a main character. (Examples: Shane from **Shane**; Atticus Finch from **To Kill a Mockingbird**; Zhivago from **Doctor Zhivago**)

5. A letter of recommendation for a character for a job, "Person of the **Year," or some award. (Examples: recommending Brother Leon in** The Chocolate War for a new teaching position; for one of the doctors in **Hiroshima**;for Beth in **Ordinary People**)

Goal III

apply knowledge of language structure and conventions in order to write and speak English proficiently to communicate ideas clearly

Performance Standard: The student will be able to:

* develop new vocabulary through literature and supplementary vocabulary activities
* speak and write clearly, expressively, and meaningfully
  - use the writing process to develop ideas in a variety of forms
  - apply knowledge of standard English
  - adapt language strategies for specific audience and purpose
* organize information in a variety of formats
* use technology in communication and research
* work collaboratively with peers

Assessment Strategies:

* Provide students with **checklist**s or help them develop their own checklists for self-assessment, peer assessment, or teacher assessment and evaluation.
* Students can keep **portfolios** of their writing over a period of time to demonstrate their growth in ability to use standard grammar.
* Teachers can keep **anecdotal notes** about each student to indicate areas of growth and need with regard to grammatical concepts and knowledge.
* Writing Samples (Draft to Final Product)
* CMT based-rubrics

Suggested Instructional Activities:

Suggestions for integrating conventions into instruction include the following:

* Keep the learning relevant by using student work-in-progress as the basis for teaching mechanics knowledge and skills (e.g., during the revision stage of the writing process).
* Use samples of student writing to demonstrate or point out the use of specific mechanical skills and concepts.
* Make the purpose for the knowledge/skill/concept clear to the students (e.g., the comma guides the reader to pause when reading, therefore clarifying meaning).

The CAPT editing subtest focuses on a letter or essay. Editing is the stage of writing during which students decide whether they have expressed themselves clearly by using the conventions of written English. While editing often is done after the piece has been revised, editing also occurs during drafting and revising. The development of editing skills takes time. The more experience students have the better editors they will become.

* Provide editing checklists.

* Have students create personal checklists.
* Create mini lessons when a group or the whole class needs a particular skill instruction such as run-on sentences, use of cliches or punctuation. Teach grammar, usage and mechanics in correlation with the students existing editing problems.
* Create editing groups. Each student in the group is given a different item on the writer's own personal checklist. Errors can be underlined.
* Practice focused correction. Focus on a limited number of errors per paper. It's difficult to learn more than two or three at a time. If too many are the focus, none may be learned.

Goal IV

create works using the language arts in visual, oral, written, and performance based forums for a variety of audiences and purposes

Performance Standard: The student will be able to:

* speak and write clearly, expressively, and meaningfully
  - use the writing process to develop ideas in a variety of forms
  - apply knowledge of standard English
  - adapt language strategies for specific audience and purpose
* engage in reflective, divergent, and flexible thinking
  - fluency, originality, elaboration
  - planning, problem solving, decision making
* organize information in a variety of formats
* use technology in communication and research
* work collaboratively with peers

Assessment Strategies:

Teacher Observation; Written, Oral, and Visual responses; Student Demonstrations, Demonstrations of Writing Process and Product **(Expository/Persuasive)**

Suggested Instructional Activities:

* Continue writing the five-paragraph method of expository (**persuasive**) organization, including the use of thesis statement, transition, and conclusion. Have students read models of persuasive essays and point out the features that make them effective (e.g., rhetorical devices). Discuss with the class logical fallacies and bias. Ask students each to identify a topic and write a persuasive essay, applying what they have learned. When they have completed their essays, ask them to discuss the processes they used and what they learned
* Have students select and promote favorite pieces of fiction or non-fiction by developing communications they think will have impact. Their promotions must catch other students' attention, tell a bit about their selections, and generally "sell" them. After each presentation, ask other students if they would now like to read the material, explaining why or why not. Ask: What part of the sales pitch won you over? What was missing?

Goal V

use available forms of media and technology as an integral part of language arts experience

Performance Standard: The student will be able to:

* explore text for a variety of purpose such as: enjoyment, information, interpretation
* speak and write clearly, expressively, and meaningfully
* engage in reflective, divergent, and flexible thinking

- fluency, originality, elaboration
- planning, problem solving, decision making

* organize information in a variety of formats
* use technology in communication and research
* work collaboratively with peers

Assessment Strategies:
Projects, Self-Assessment, Rubrics

Suggested Instructional Activities:

* **E-MAIL LANGUAGE ARTS, GRADES: 5-9**

Most students these days have access to a computer the classroom, school library, or at home. This provides an opportunity for me to assign the extra credit they want while guaranteeing them a worthwhile learning experience.

MATERIALS: computer access to the Internet, extra credit assignment sheet, vocabulary and/or spelling words, prior knowledge of reading selections covered in class, poetry composed during classroom lessons

METHOD: Send students an introductory letter which explains the e-mail assignments and encourages them to participate. Also post a copy in the classroom for reference. Some of their favorite assignments include:

Character postcards

1.Go to the following site and create a postcard from the point of view of one of the characters in the stories you have read so far.
http://www.kodak.com/digitalImaging/pictureThis/picThisHome.jhtml
2.What backgrounds, pictures would that character choose? What message would that character send?
3.When students are finished designing the character's postcard, they send it to your e-mail address for credit.
Note: Other free e-card sites may also be used.

Poetry Contest

1.Enter one of the original poems you've written in class in this contest. Be sure to read their entry rules before submitting your poem
http://www.bluemountainarts.com/esub/contest1/
2.Send to teacher an e-mail message describing your poem that you submitted.

Vocabulary Puzzles

1.Go to the following site for directions on how to make a puzzle from your vocabulary words. You may choose they type of puzzle you wish to make.
http://www.puzzlemaker.com
2.Once you have completed the puzzle, print two copies of it. One will be your original, and the other will be your answer key. Use a highlighter to mark the answers on it.
3.Then send to teacher an e-mail message telling about your puzzle.

This idea was adapted from one by Jana Turbyfill in Texas at an idea exchange.

Goal VI
gather, analyze, and respond to information from primary and secondary sources.

Performance Standard: The student will be able to:

* explore text for a variety of purpose such as: enjoyment, information, interpretation
  - use strategies and prior knowledge to interpret text: construct meaning, draw conclusions, infer, compare/contrast, generalize, summarize
  - respond to text by connecting to personal knowledge and experience
  - exercise critical thought about quality of a text including selection, evaluation, opinion, criticism
* speak and write clearly, expressively, and meaningfully
  - use the writing process to develop ideas in a variety of forms
  - apply knowledge of standard English
* engage in reflective, divergent, and flexible thinking
  - planning, problem solving, decision making
* organize information in a variety of formats
* use technology in communication and research
* work collaboratively with peers

Assessment Strategies:

Class developed Biography Rubric or any rubric appropriate for a research project, Graphic Organizers, Oral Presentation Rubrics, Essays (**Expository, Persuasive**)

Suggested Instructional Activities:

* Class will produce one **Big Book** focusing in biography in which each student's selected biography is represented. The following procedures may be used:

1. read and discuss, in class, excerpts from biographies and/or autobiographies, approaching these as a literary genre.
2. have approximately 4-5 days to select a biography or autobiography to read on their own.
3. have approximately one week to ten days to read at least half of their book.
4. do double entry responses in their journals.

   Example:
   - quote a line or brief passage
   - respond to this passage, write questions about it
   - describe a scene
   - comment on it, respond, question, etc.
5. after completing at least half of the reading, come to class prepared to provide the following information about the subjects of their biographies: Name, Nationality, Birth and Death Dates, Major Accomplishment, Major Problems
6. after filling out 3x5 cards, walk about the class-room, looking at one another's cards until they find common qualities or characteristics which connect the lives of the subjects of their books. (Students will form groups of 3 or 4. Once the groups are formed, the index cards will be stapled together and held by the teacher.)
7. continue to read and complete their biographies at home.

(Group work on the **Big Books** will begin in about a week when all students have finished their books.)

8. meet in their groups and cooperatively complete the project as outlined in the student assignment sheet.

Grade 8

Goal I
choose and apply strategies that enhance the fluent and proficient use of language arts to construct meaning of written, visual, and oral text

Performance Standard: The student will be able to:

* explore text for a variety of purpose such as: enjoyment, information, interpretation
  - set purposes, ask questions, identify key vocabulary, and make predictions prior to and during reading and viewing
  - use strategies and prior knowledge to interpret text: construct meaning, draw conclusions, infer, compare/contrast, generalize, summarize
  - respond to text by connecting to personal knowledge and experience
  - identify literary elements and genre
  - analyze author's style, tone, and purpose
* develop new vocabulary through literature and supplementary vocabulary activities
* engage in reflective, divergent and flexible thinking
* organize information in a variety of formats
* use technology in communication and research
* work collaboratively with peers

Assessment Strategies:
Respond to Open-Ended Literature Prompts, Graphic Organizers, Summaries, Journal Responses, Self-Assessment

Suggested Instructional Activities:
The CSDE recommends some of the following activities to prepare students for the response to literature section of the CAPT. For further recommendations, the reader is advised to refer to the handbook provided by CSDE.

* The selection of appropriate literature is a crucial first step. Literature must
  - be authentic, complete, unedited, and unexpurgated;
  - reflect a kaleidoscope of cultures and experiences;
  - be developmentally appropriate; and
  - rich in literary qualities and have multiple levels of meaning.
* Involve students in shared and independent reading so that they have a wide variety of literature from which to draw when discussing, interpreting, and comparing works.
* Read short stories aloud. Reading surveys reveal that about 90 percent of eight graders like being read to in class. Students are mesmerized by a good 'red-aloud." More significantly, "read-alouds" lead many students to read the books, look for other works by the same author, and go beyond listening to a more active and personal involvement with the text. Hearing good literature brings the text to life, fills the classroom with the author's words, and provides students with one more avenue for loving books. "Read-alouds" can be vital tools in engaging students with text.
* Encourage students to develop their own questions about the text (including print, audio and visual texts such as films, videotapes, art work and music). You might share some of the following questions with students as models of the questions teachers and students sometimes ask about texts.

  - Do I like this work? Why or why not?
  - What memories, feelings, or ideas are surfacing?
  - What characters and situations in the story remind me of people and situations in

my own life? How are they similar and how are they different?
- What issues in this story are similar to real life issues I have thought about or experienced?
- How has the story clarified, changed or challenged my view on any issues?
- When I think about this work, what comes to my mind first?
- Is there an image, character or situation that I start to think about?
- What is my initial reaction as I begin to read the text?
- Was my initial reaction confirmed?
- How has the main character changed over time?
- Does this work remind me of anyone I know?
- Does the character portray a quality I wish to develop? Why?
- What startling, unusual and effective words, phrases and images did I come across in my reading? Which ones would I like to use in my writing? What do they mean to me?
- Should this story be considered good literature? How do I define good literature? How does this story fit my definition of good literature?

* Use CAPT framework questions in response journals before, during and after reading a work. Use the questions as you progress through a book. These questions are meant to encourage students to think further about the text. Each amplifies the other. They may be answered in order. Other types of questions can be generated by both teachers and students.
* Encourage students to make graphic organizers to make their thinking visible. Graphic organizers promote synthesis, comparing and contrasting, evaluating information, and selecting and using relevant information. students should be free to select from and use a variety of graphic organizers. Students should be given frequent opportunities to create their own graphic organizers.

Goal II
understand, appreciate and respond thoughtfully to texts from many literary periods, genre, and cultures

Performance Standard: The student will be able to:

* explore text for a variety of purpose such as: enjoyment, information, interpretation
  - set purposes, ask questions, identify key vocabulary, and make predictions prior to and during reading and viewing
  - use strategies and prior knowledge to interpret text: construct meaning, draw conclusions, infer, compare/contrast, generalize, summarize
  - respond to text by connecting to personal knowledge and experience
  - identify literary elements and genre
  - analyze author's style, tone, and purpose
  - exercise critical thought about quality of a text including selection, evaluation, opinion, criticism

* develop new vocabulary through literature and supplementary vocabulary activities
* engage in reflective, divergent and flexible thinking
* organize information in a variety of formats
* use technology in communication and research
* work collaboratively with peers

Assessment Strategies:
Respond to Open-Ended Literature Prompts, Graphic Organizers, Summaries, Journal Responses, Self-Assessment

Suggested Instructional Activities:

* Provide opportunities for students to read and respond to quality literature written by people with various cultural perspectives.
* Provide opportunities for students to read and respond to quality literature written about their own culture.

The CSDE recommends some of the following activities to prepare students for the response to literature section of the CAPT. For further recommendations, the reader is advised to refer to the handbook provided by CSDE.

Instructional activities can elicit or extend an initial response when students interpret literature. Having students review, summarize or retell a story often can discourage reading rather than supporting it. If students perceive the purpose of reading a novel to be one of these exercises, there is little room for the joy and satisfaction of reading just for the sake of becoming involved in another world. A response to a text must include sustained contact with the book, ownership or the process of taking meaning from the text, and sharing the experiences and reactions to literature. Teachers must keep these three elements in mind and encourage readers to make an initial response to their own choice. Not all readers will choose an initial formal response because the experience can be too confusing to share.

Teachers might consider the following options:

* Create a cartoon strip with captions to convey the main idea of a chapter or incident in the story. The strip should be at least 8-12 frames in length. This calls on the creative and interpretive skills of the reader in isolating an incident and maintaining continuity with a limited medium.

* Write a short play from a story selection to be enacted by a small group. The effort put into the writing must be made worthwhile through an opportunity for a final production before an audience (of peers).

* Poetry writing is another option. Model forms will give students the confidence and information necessary for success with this type of structure.

Goal III

apply knowledge of language structure and conventions in order to write and speak English proficiently to communicate ideas clearly

Performance Standard: The student will be able to:

* develop new vocabulary through literature and supplementary vocabulary activities
* speak and write clearly, expressively, and meaningfully
  - use the writing process to develop ideas in a variety of forms
  - apply knowledge of standard English
  - adapt language strategies for specific audience and purpose
* organize information in a variety of formats
* use technology in communication and research
* work collaboratively with peers

Assessment Strategies:
Writing Samples (Draft to Final Product), CMT and CAPT based-rubrics
Suggested Instructional Activities:

The CAPT editing subtest focuses on a letter or essay. Editing is the stage of writing during which students decide whether they have expressed themselves clearly by using the conventions of written English. While editing often is done after the piece has been revised, editing also occurs during drafting and revising. The development of editing skills takes time. The more experience students have the better editors they will become.

* Provide editing checklists.
* Have students create personal checklists.
* Create mini lessons when a group or the whole class needs a particular skill instruction such as run-on sentences, use of cliches or punctuation. Teach grammar, usage and mechanics in correlation with the students existing editing problems.
* Create editing groups. Each student in the group is given a different item on the writer's own personal checklist. Errors can be underlined.
* Practice focused correction. Focus on a limited number of errors per paper. It's difficult to learn more than two or three at a time. If too many are the focus, none may be learned.

* Introduce students to The Grammar Lady http://www.grammarlady.com/
The Grammar Lady contains Frequently Asked Questions (FAQ's), Spelling Rules, a Question of the Week, and a Grammar Hotlin

Goal IV
create works using the language arts in visual, oral, written, and performance based forums for a variety of audiences and purposes

Performance Standard: The student will be able to:
* speak and write clearly, expressively, and meaningfully
  - use the writing process to develop ideas in a variety of forms
  - apply knowledge of standard English
  - adapt language strategies for specific audience and purpose
* engage in reflective, divergent, and flexible thinking
  - fluency, originality, elaboration
  - planning, problem solving, decision making
* organize information in a variety of formats
* use technology in communication and research
* work collaboratively with peers

Assessment Strategies:
Writing Samples (Draft to Final Product), CAPT based-rubrics

Suggested Instructional Strategies:

* Poetry Study: While it is important to include poetry in every unit of study, at times it can be fun to focus solely on poetry. During this unit (2-3 weeks), students are immersed in poetry. They speak, listen to, write, and read poetry, individually and in groups. Below are some activities for enjoying and learning about poetry .

* Poetry Journals: Have students keep a poetry journal throughout the unit in which they copy or paste poems that appeal to them, along with their responses to the poems. Their responses may be written answers to questions such as the following: What interests you about the poem? Do the ideas in the poem connect with other selections that you know? Does the poem connect with a personal experience you have had? Encourage students to add illustrations or pictures to extend their responses. As well, they may wish to include their own poetry.

* Prose and Poetry - What's the Difference?: One way to help students understand what differentiates a poem from other forms is to have them read and compare a short story and a poem about a similar topic. Have them create a chart or Venn diagram on which they list the similarities and differences between the two genres. Another way to help them discover distinguishing characteristics of a poem is to give them short paragraphs that paraphrase the poems they will read; then have them read the paragraph and match it with the poem it paraphrases. Follow up with a discussion about the similarities and differences between the prose paragraph and the poem.

* Author/Genre Study: Author studies help to develop a community of readers and writers. Reading books by the same author provides students with common discussion topics, and encourages them to develop and give reasons for personal reading preferences.

* Writer's Craft - Exploring Style: Explain various elements of writing style to students (e.g., narrative voice, character development, literary techniques). Have Literature Circle groups read several books by the same author, exploring, discussing, and jotting notes about the author's writing style as they read. Then have each group arrive at some conclusions about the author's style that crosses over from book to book. Design a checklist to have groups consider such elements as the types of characters and settings usually used, types of conflicts most often presented, commonalities of plot design, narrative voice usually used, literary techniques regularly used, and similarity of book titles. Have Literature Circles present their conclusions orally to other groups. Groups could also create a visual and written presentation for display or publication as a booklet.

* Dramatic Interpretation: After reading several books by the same author, have students use Readers Theater, improvisation, character interviews, informal debate, or role play to present major events, issues, or characters from their novels. Or, have students develop audio or video recordings of major events, issues, or characters from their novels, including sound effects or musical accompaniment.

Goal V
use available forms of media and technology as an integral part of language arts experience

Performance Standard: The student will be able to:

* explore text for a variety of purpose such as: enjoyment, information, interpretation
* speak and write clearly, expressively, and meaningfully
* engage in reflective, divergent, and flexible thinking
  - fluency, originality, elaboration
  - planning, problem solving, decision making
* organize information in a variety of formats

* use technology in communication and research
* work collaboratively with peers

Assessment Strategies:
Projects, Self-Assessment, Rubrics

Suggested Instructional Activities:

* Ask students to create organized inventories of personal collections (e.g., CDs, recipes), using electronic databases or paper files and explaining their organization.

* Encourage students to keep media journals to record instances of bias from various media. Have them work in small groups to share their examples and report on three of them to the class. Work with the class to generate criteria for a demonstration of bias in the media. Have each student choose an activity such as drawing and explaining a cartoon, writing a letter to the editor, writing an opinion column, or creating an advertisement in any form to demonstrate a particular slant or bias.

* Invite students to compare and contrast the audio and rock-video versions of several songs.

Goal VI
gather, analyze, and respond to information from primary and secondary sources.

Performance Standard: The student will be able to:

* explore text for a variety of purpose such as: enjoyment, information, interpretation
  - use strategies and prior knowledge to interpret text: construct meaning, draw conclusions, infer, compare/contrast, generalize, summarize
  - respond to text by connecting to personal knowledge and experience
  - exercise critical thought about quality of a text including selection, evaluation, opinion, criticism
* speak and write clearly, expressively, and meaningfully
  - use the writing process to develop ideas in a variety of forms
  - apply knowledge of standard English
* engage in reflective, divergent, and flexible thinking
  - planning, problem solving, decision making
* organize information in a variety of formats
* use technology in communication and research
* work collaboratively with peers

Assessment Strategies:
Graphic Organizers, Oral Presentation Rubrics, Essays (Expository, Persuasive)

Suggested Instructional Activities:

* Discuss with students criteria for a good research project, including oral, written, and visual components that demonstrate creative and critical thought. Have students work individually or in small groups to identify interesting community issues (e.g., putting McDonald's into the school cafeteria, recycling, curfews). Ask them to develop well-informed positions and use three or more media to create presentations (e.g., videos, guest lectures, related paintings and photographs). Students might also use transactional forms

such as business letters, memos, data spreadsheets, proposals, and petitions to support their research and to include the views of community groups. A student may wish to:
present both sides of an argument in the role of a newspaper reporter whose audience is the general public present one side of a case to a jury in the role of prosecutor in a trial
give a speech as a politician write a letter to the editor as a member of the public

* Introduce students to **Guide to Writing Research Papers**
http://cctc.commnet.edu/mla.htm The Guide to Writing Research Papers takes a comprehensive look at research techniques, proper forms for citation based on MLA form, and much more. From Capital Community-Technical College in Connecticut.

Grades 9

Goal I
Choose and apply strategies that enhance the fluent and proficient use of language arts to construct meaning of written, visual and oral texts

Performance Standard: The student will be able to:

* read and understand literature by
  - Using a variety of monitoring and self-correcting methods: skimming, scanning, reading ahead, rereading, summarizing and using resources.
  - Selecting and applying efficient and effective word recognition strategies, including, contextual clues, picture clues and structural analysis
  - Developing new vocabulary through literature, class discussion and knowledge of the structure and history of the English language
  - Recognizing main ideas and details
  - Making inferences about ideas implicit in narrative, expository, persuasive and poetic text
  - Interacting with others in creating interpretations and evaluating written , oral and visual text

* generate connections with the text by
  - Reflecting on the texts by giving an initial reaction
  - Interpreting the text by using prior knowledge and experiences
  - Generating question before, during and after reading, writing, listening and viewing
  - Making and confirming or revising predictions
  - Critically comparing, contrasting, and connecting ideas within and among a broad range of texts and the world

* examine textual structures to construct meaning by
  - Using the structure of narrative, expository, persuasive, poetic and visual texts to interpret and extend meaning
  - Identifying and analyzing literary conventions, devices, author's tone and purpose.

Assessment Strategies:
Oral responses (reports, responses to questions)
Written assignments (narrative, expository, persuasive, poetic, creative)
Teacher observations, Peer review (peer evaluation, collaboration), Practice CAPT exercises, Testing , Class discussion, Small group discussion, Self evaluation, Journals, Application of conventions, Visual representations, Dramatizations

Suggested Instructional Activities:
The CSDE recommends some of the following activities to prepare students for the response to literature section of the CAPT. For further recommendations, the reader is advised to refer to the handbook provided by CSDE.

* The selection of appropriate literature is a crucial first step. Literature must
  - be authentic, complete, unedited, and unexpurgated;
  - reflect a kaleidoscope of cultures and experiences;
  - be developmentally appropriate; and

- rich in literary qualities and have multiple levels of meaning.

* Involve students in shared and independent reading so that they have a wide variety of literature from which to draw when discussing, interpreting, and comparing works.
* Encourage students to develop their own questions about the text (including print, audio and visual texts such as films, videotapes, art work and music). You might share some of the following questions with students as models of the questions teachers and students sometimes ask about texts.

- Do I like this work? Why or why not?
- What memories, feelings, or ideas are surfacing?
- What characters and situations in the story remind me of people and situations in my own life? How are they similar and how are they different?
- What issues in this story are similar to real life issues I have thought about or experienced?
- How has the story clarified, changed or challenged my view on any issues?
- When I think about this work, what comes to my mind first?
- Is there an image, character or situation that I start to think about?
- What is my initial reaction as I begin to read the text?
- Was my initial reaction confirmed?
- How has the main character changed over time?
- Does this work remind me of anyone I know?
- Does the character portray a quality I wish to develop? Why?
- What startling, unusual and effective words, phrases and images did I come across in my reading? Which ones would I like to use in my writing? What do they mean to me?
- Should this story be considered good literature? How do I define good literature? How does this story fit my definition of good literature?

* Use CAPT framework questions in response journals before, during and after reading a work. Use the questions as you progress through a book. These questions are meant to encourage students to think further about the text. Each amplifies the other. They may be answered in order. Other types of questions can be generated by both teaches and students.
* Encourage students to make graphic organizers to make their thinking visible. Graphic organizers promote synthesis, comparing and contrasting, evaluating information, and selecting and using relevant information. students should be free to select from and use a variety of graphic organizers. Students should be given frequent opportunities to create their own graphic organizers.

Goal II
Understand, appreciate, and respond thoughtfully to texts from many literary periods, genre, and cultures.

Performance Standard: The student will be able to:

* refine comprehension by
  - Interpreting the text by using prior knowledge and experiences
  - Generating questions before, during and after reading, writing, listening,viewing
  - Making inferences about ideas implicit in narrative, expository,
  - Drawing conclusions and evaluate the validity and accuracy of what is read
  - Developing new vocabulary through literature, class discussion and knowledge of the structure and history of the English language

* critically examine texts by
  - Identifying and analyzing literary conventions and devices and author's tone and purpose and personal history.
  - Detecting bias, stereotype, over generalization, and other devices used by the author to influence an audience
  - Critically compare, contrast, and connect ideas within and among a broad range of texts and the world
  - Recognizing and evaluating a wide variety of valid responses for a single text
  - Using literature as a resource to explore ideas and decisions, as well as political and social issues
  - Identifying the unique and shared qualities of the voices, cultures, and historical periods in literature
  - Demonstrating an understanding that literature explores human experiences
  - Evaluating a text based on its literary merit
  - Understanding that an accepted practice in spoken and written language may change over time
  - Exploring and responding to the aesthetic elements of literature, including spoken, written, and visual texts

Assessment Strategies:
Oral responses (reports, responses to questions)
Written assignments (narrative, expository, persuasive, poetic, creative), Teacher observations, Peer review (peer evaluation, collaboration), Practice CAPT exercises, Testing , Class discussion, Small group discussion, Self evaluation, Journals, Application of writing process, Application of conventions, Visual representations, Technological productions, Dramatizations

Suggested Instructional Activities:
The CSDE recommends some of the following activities to prepare students for the response to literature section of the CAPT. For further recommendations, the reader is advised to refer to the handbook provided by CSDE.

Instructional activities can elicit or extend an initial response when students interpret literature. Having students review, summarize or retell a story often can discourage reading rather than supporting it. If students perceive the purpose of reading a novel to be one of these exercises, there is little room for the joy and satisfaction of reading just for the sake of becoming involved in another world. A response to a text must include sustained contact with the bool , ownership or the process of taking meaning from the text, and sharing the experiences and reactions to literature.

Teachers must keep these three elements in mind and encourage readers to make an initial response to their own choice. Not all readers will choose an initial formal response because the experience can be too confusing to share.

Teachers might consider the following options:

* Create a cartoon strip with captions to convey the main idea of a chapter or incident in the story. The strip should be at least 8-12 frames in length. This calls on the creative and interpretive skills of the reader in isolating an incident and maintaining continuity with a limited medium.

* Write a short play from a story selection to be enacted by a small group. The effort put into the writing must be made worthwhile through an opportunity for a final production before an audience (of peers).

* Poetry writing is another option. Model forms will give students the confidence and information necessary for success with this type of structure.

Goal III
Apply knowledge of language structure and conventions in order to write and speak English proficiently to communicate ideas clearly

Performance Standard: The student will be able to:

* demonstrate their knowledge of writing by
  - Using literary devices and conventions for chosen audience and purpose
  - Communicate using a variety of styles (narrative, expository, persuasive, poetic)
  - Editing own and other's work (grammar, word choice, diction, syntax, spelling)
  - Developing fluency by building on writer's existing culture and language
  - Exploring and responding to trends in language and grammar
  - Understanding the appropriate uses of technology as an aid in developing

Assessment Strategies:
Oral responses (reports, responses to questions)
Written assignments (narrative, expository, persuasive, poetic, creative), Teacher observations, Peer review (peer evaluation, collaboration), Practice CAPT exercises, Testing , Class discussion, Small group discussion, Self evaluation, Journals, Application of writing process, Application of conventions, Visual representations, Technological productions, Dramatizations

Suggested Instructional Activities:
The CAPT editing subtest focuses on a letter or essay. Editing is the stage of writing during which students decide whether they have expressed themselves clearly by using the conventions of written English. While editing often is done after the piece has been revised, editing also occurs during drafting and revising. The development of editing skills takes time. The more experience students have the better editors they will become.

* Provide editing checklists.
* Have students create personal checklists.
* Create mini lessons when a group or the whole class needs a particular skill instruction such as run-on sentences, use of cliches or punctuation. Teach grammar, usage and mechanics in correlation with the students existing editing problems.

* Create editing groups. Each student in the group is given a different item on the writer's own personal checklist. Errors can be underlined.

Goal IV
Create works using the language arts in visual, oral, written, and performance based forms for a variety of audiences and purposes

Performance Standard: The student will be able to:

* communicate by
  - Choosing appropriate strategies when pre-writing (brainstorming, generating questions, researching, clarifying purpose, audience, task, and persona)
  - Selecting appropriate mode of delivery for audience and purpose (persona, body language, graphics)
  - Communicating effectively in descriptive, narrative, expository, persuasive, and poetic styles
  - Understanding that writing is a recursive process (self-evaluation, revision, reflection)
  - Understanding the appropriate uses of technology as an aid in developing and communicating their ideas
  - Supporting writing with appropriate details, facts, description
  - Interacting with others when creating and editing writing
  - Developing own writing and voice by building on the writer's existing culture and language

Assessment Strategies:
Oral responses (reports, responses to questions)
Written assignments (narrative, expository, persuasive, poetic, creative), Teacher observations, Peer review (peer evaluation, collaboration), Practice CAPT exercises, Testing , Class discussion, Small group discussion, Self evaluation, Journals, Application of writing process, Application of conventions, Visual representations, Technological productions, Dramatizations

Suggested Instructional Activities:

*** Author's Chair** During this procedure students read aloud their written drafts or compositions to others. Listeners provide positive comments and constructive feedback to the "author" to assist future writing efforts. Writing is usually shared with the entire class but occasionally authors could read to small groups. One particular chair or area of the classroom may be designated for this activity.

Purpose of the Activity
* to develop students' concept of authorship
* to emphasize that students' ideas and experiences are worthy of preservation and sharing
* to develop collaborative learning abilities and peer editing skills

Procedure for the Activity: Facing the audience, an individual reads a personal draft or polished composition.
* The author shares accompanying illustrations with the audience.
* The audience is respectful and accepting of the author's efforts.
* The author requests comments from audience members.
* First responses are positive.
* Comments focus upon favorite events and characters or particularly interesting and impressive uses of language.

* The author or audience direct questions about the clarity and the effectiveness of passages, or about the language structures or specific vocabulary.
* The audience offers suggestions.
* Initially teachers model and guide audience responses.

Teacher Note: Model the procedure before expecting the students to share their compositions and responses with others. Keep sessions short. Stress the positive aspects of students' written work and praise their growth as writers. Not all writing students produce should be shared.

Adaptations and Applications

* Beginning writers can share drawings with captions or limited text.
* Students could share their writing with younger students.
* An "author of the week" could be chosen regularly. The individual's work could be put on display and peers could post their comments about particular compositions. Items for display should be chosen by the author.
* This procedure should apply to writing efforts in all subject areas. Examples of narrative and expository writing should be shared.

*** WRITING CONFERENCE QUESTIONS THAT WORK**

Instead of Asking

Is that all you're going to write?
Do you think this is your best work?
Can't you think of anything else to write about?
Are you stuck again?
What is your favorite part of this piece?
Why did you write this?

Try...

What will you add to your story?
What did you do well in this piece?
What do you do well as a writer?
What are some other topics you might write about?
Who are the good writers you know?
What do they do when they get stuck?
How is this piece like others you've written?
How is it different?
What did you learn about writing by writing this piece?

Goal V
Use available forms of media and technology as an integral part of language arts experience

Performance Standard: The student will be able to:

* include technology and media by
  - Using technology as an aid in developing and communicating their ideas
  - Understanding and applying the appropriate uses of technology
  - Viewing and listening to commercially and school made productions based on literature studied in class
  - Judging the merits of commercially, peer, and self produced works
  - Detecting the effects of bias and its connection to audience and purpose
  - Developing knowledge of media conventions and structure and their effects on

meaning

Assessment Strategies:

Oral responses (reports, responses to questions)
Written assignments (narrative, expository, persuasive, poetic, creative), Teacher observations, Peer review (peer evaluation, collaboration), Practice CAPT exercises, Testing , Class discussion, Small group discussion, Self evaluation, Journals, Application of writing process, Application of conventions, Visual representations, Technological productions, Dramatizations

Suggested Instructional Activities:

* Integrating Desktop Publishing Technology into the Classroom
    * Business Cards: How does a person, business, or organization adequately describe themselves in a 3.5 x 2 inch space? Business cards are used throughout the world to quickly introduce a person, establish their role in an organization, or make a creative statement. In this series of exercises students create business cards for themselves or for historical figures or fictional characters. What title best describes someone like Benjamin Franklin? Would Don Quixote have a simple, dignified business card or something more flamboyant or unusual?
    Business Card Lesson Plans for the Classroom at **http://desktoppub.miningco.com/library/weekly/aa0828a.htm?pid=2827&cob=home**

    * Brochures The brochure can inform, educate, persuade, explain, or instruct. The brochure might describe a person, a place, or a thing. There are countless ways that students can use brochures in the classroom. In this series of exercises students must choose the most appropriate brochure format for their topic, condense information into "brochure-size bites," include the most appropriate elements of a brochure, and select suitable graphics or photos, if any.For example, students brochure aimed to make the reader want to visit China, Portugal, or their own hometown or one that explains the steps necessary to build a simple computer.
    Brochure Lesson Plans for the Classroom at **http://desktoppub.miningco.com/library/weekly/aa0828b.htm?pid=2827&cob=home**

    * Resumes A life's worth of experience and education summarized in a single page -- that's a resume. The business card conveys what you do but the resume conveys what you have done in an effort to show what you can do in the future. In this series of exercises the student creates his or her own resume or that of a historical or fictional character. Students must choose the most appropriate style and layout in addition to writing the resume. How might a 9th grade student show that she is ready for promotion to 10th grade, using a resume? What skills and experience should Julius Caesar highlight if he were seeking a career change from Emperor to Military Analyst for the Roman Empire News Hour?
    Resume Lesson Plans for the Classroom at **http://desktoppub.miningco.com/library/weekly/aa082897.htm#one**

Goal VI
Gather, analyze, and respond to information from primary and secondary sources.

Performance Standard: The student will be able to:

* gather information by:
    - Engaging in pre-writing activities (brainstorming, prior knowledge, generating questions, peer collaboration)
    - Developing research skills (library, source discovery, topic focusing)
    - Researching
* analyze information by
    - Sorting and coding data
    - Evaluating the quality of a source and its content
    - Interacting with peers in order to clarify understanding
* respond to information by
    - Developing purpose, audience, and tone of writing
    - Developing and applying knowledge of research writing conventions
    - (persona, organization, bibliographic information)
    - Communicate research formally and creatively
    - Engage in the writing process (revision, editing)
    - Using technology as an aid in communicating their ideas
    - Making connections between text, self, and world

Assessment Strategies:
Oral responses (reports, responses to questions)
Written assignments (narrative, expository, persuasive, poetic, creative), Teacher observations, Peer review (peer evaluation, collaboration), Practice CAPT exercises, Testing , Class discussion, Small group discussion, Self evaluation, Journals, Application of writing process, Application of conventions, Visual representations, Technological productions.

Suggested Instructional Activities:

* Introduce students to **Guide to Writing Research Papers**
http://cctc.commnet.edu/mla.htm The Guide to Writing Research Papers takes a comprehensive look at research techniques, proper forms for citation based on MLA form, and much more. From Capital Community-Technical College in Connecticut.

Grades 10

Goal I
Choose and apply strategies that enhance the fluent and proficient use of language arts to construct meaning of written, visual and oral texts

Performance Standard: The student will be able to:

* read and understand literature by
  - Using a variety of monitoring and self-correcting methods: skimming, scanning, reading ahead, rereading, summarizing and using resources.
  - Selecting and applying efficient and effective word recognition strategies, including, contextual clues, picture clues and structural analysis
  - Developing new vocabulary through literature, class discussion and knowledge of the structure
  - Recognizing main ideas and details
  - Making inferences about ideas implicit in narrative and poetic text
  - Interacting with others in creating interpretations and evaluating written , oral and visual text
* generate connections with the text by
  - Reflecting on the texts by giving an initial reaction
  - Interpreting the text by using prior knowledge and experiences
  - Generating question before, during and after reading, writing, listening and viewing
  - Making and confirming or revising predictions
  - Critically comparing, contrasting, and connecting ideas within and among a broad range of texts and the world
* examine textual structures to construct meaning by
  - Using the structure of narrative, expository, persuasive, poetic and visual texts to interpret and extend meaning
  - Identifying and analyzing literary conventions, devices, author's tone and purpose.

Assessment Strategies:
Oral responses (reports, responses to questions)
Written assignments (narrative, expository, persuasive, poetic, creative)
Teacher observations, Peer review (peer evaluation, collaboration), Practice CAPT exercises, Actual CAPT, Practice SAT exercises, Testing , Class discussion, Small group discussion, Self evaluation, Journals, Application of conventions, Visual representations, Dramatizations

Suggested Instructional Activities:
The CSDE recommends some of the following activities to prepare students for the response to literature section of the CAPT. For further recommendations, the reader is advised to refer to the handbook provided by CSDE.

* The selection of appropriate literature is a crucial first step. Literature must
  - be authentic, complete, unedited, and unexpurgated;
  - reflect a kaleidoscope of cultures and experiences;
  - be developmentally appropriate; and
  - rich in literary qualities and have multiple levels of meaning.
* Involve students in shared and independent reading so that they have a wide variety of literature from which to draw when discussing, interpreting, and comparing works.

* Encourage students to develop their own questions about the text (including print, audio and visual texts such as films, videotapes, art work and music). You might share some of the following questions with students as models of the questions teachers and students sometimes ask about texts.

- Do I like this work? Why or why not?
- What memories, feelings, or ideas are surfacing?
- What characters and situations in the story remind me of people and situations in my own life? How are they similar and how are they different?
- What issues in this story are similar to real life issues I have thought about or experienced?
- How has the story clarified, changed or challenged my view on any issues?
- When I think about this work, what comes to my mind first?
- Is there an image, character or situation that I start to think about?
- What is my initial reaction as I begin to read the text?
- Was my initial reaction confirmed?
- How has the main character changed over time?
- Does this work remind me of anyone I know?
- Does the character portray a quality I wish to develop? Why?
- What startling, unusual and effective words, phrases and images did I come across in my reading? Which ones would I like to use in my writing? What do they mean to me?
- Should this story be considered good literature? How do I define good literature? How does this story fit my definition of good literature?

* Use CAPT framework questions in response journals before, during and after reading a work. Use the questions as you progress through a book. These questions are meant to encourage students to think further about the text. Each amplifies the other. They may be answered in order. Other types of questions can be generated by both teaches and students.

* Encourage students to make graphic organizers to make their thinking visible. Graphic organizers promote synthesis, comparing and contrasting, evaluating information, and selecting and using relevant information. students should be free to select from and use a variety of graphic organizers. Students should be given frequent opportunities to create their own graphic organizers.

Goal II
Understand, appreciate, and respond thoughtfully to texts from many literary periods, genre, and cultures.

Performance Standard: The student will be able to:

* refine comprehension by
  - Interpreting the text by using prior knowledge and experiences
  - Generating questions before, during and after reading, writing, listening,viewing
  - Making inferences about ideas implicit in narrative, expository,
  - Drawing conclusions and evaluate the validity and accuracy of what is read
  - Developing new vocabulary through literature, class discussion and knowledge of the structure
  - Identifying and analyzing literary conventions and devices and author's tone and purpose and personal history.
  - Detecting bias, stereotype, over generalization, and other devices used by the author to influence an audience
  - Critically compare, contrast, and connect ideas within and among a broad range of texts and the world
  - Recognizing and evaluating a wide variety of valid responses for a single text
  - Using literature as a resource to explore ideas and decisions, as well as political and social issues
  - Identifying the unique and shared qualities of the voices, cultures, and historical periods in literature
  - Demonstrating an understanding that literature explores human experiences
  - Evaluating a text based on its literary merit
  - Understanding that an accepted practice in spoken and written language may change over time
  - Exploring and responding to the aesthetic elements of literature, including spoken, written, and visual texts

Assessment Strategies:
Oral responses (reports, responses to questions)
Written assignments (narrative, expository, persuasive, poetic, creative), Teacher observations, Peer review (peer evaluation, collaboration), Practice CAPT exercises, Testing , Class discussion, Small group discussion, Self evaluation, Journals, Application of writing process, Application of conventions, Visual representations, Technological productions, Dramatizations

Suggested Instructional Activities:
The CSDE recommends some of the following activities to prepare students for the response to literature section of the CAPT. For further recommendations, the reader is advised to refer to the handbook provided by CSDE.

Instructional activities can elicit or extend an initial response when students interpret literature. Having students review, summarize or retell a story often can discourage reading rather than supporting it. If students perceive the purpose of reading a novel to be one of these exercises, there is little room for the joy and satisfaction of reading just for the sake of becoming involved in another world. A response to a text must include sustained contact with the book, ownership or the process of taking meaning from the text, and sharing the experiences and reactions to literature. Teachers must keep these three elements in mind and encourage readers to make an initial response to their own choice. Not all readers will choose an initial formal response because the experience can be too confusing to share.

Teachers might consider the following options:

* Create a cartoon strip with captions to convey the main idea of a chapter or incident in the story. The strip should be at least 8-12 framés in length. This calls on the creative and interpretive skills of the reader in isolating an incident and maintaining continuity with a limited medium.

* Write a short play from a story selection to be enacted by a small group. The effort put into the writing must be made worthwhile through an opportunity for a final production before an audience (of peers).

* Poetry writing is another option. Model forms will give students the confidence and information necessary for success with this type of structure.

Goal III
Apply knowledge of language structure and conventions in order to write and speak English proficiently to communicate ideas clearly

Performance Standard: The student will be able to:

* demonstrate their knowledge of writing by
  - Using literary devices and conventions for chosen audience and purpose
  - Communicate using a variety of styles (narrative, expository, persuasive, poetic)
  - Editing own and other's work (grammar, word choice, diction, syntax, spelling
  - Developing fluency by building on writer's existing culture and language
  - Exploring and responding to trends in language and grammar
  - Understanding the appropriate uses of technology as an aid in developing

Assessment Strategies:

Oral responses (reports, responses to questions)
Written assignments (narrative, expository, persuasive, poetic, creative), Teacher observations, Peer review (peer evaluation, collaboration), Practice CAPT exercises, Testing , Class discussion, Small group discussion, Self evaluation, Journals, Application of writing process, Application of conventions, Visual representations, Technological productions, Dramatizations

Suggested Instructional Activities:
The CAPT editing subtest focuses on a letter or essay. Editing is the stage of writing during which students decide whether they have expressed themselves clearly by using the conventions of written English. While editing often is done after the piece has been revised, editing also occurs during drafting and revising. The development of editing skills takes time. The more experience students have the better editors they will become.

* Provide editing checklists.
* Have students create personal checklists.
* Create mini lessons when a group or the whole class needs a particular skill instruction such as run-on sentences, use of cliches or punctuation. Teach grammar, usage and mechanics in correlation with the students existing editing problems.
* Create editing groups. Each student in the group is given a different item on the writer's own personal checklist. Errors can be underlined.

* Practice focused correction. Focus on a limited number of errors per paper. It's difficult to learn more than two or three at a time. If too many are the focus, none may be learned.

* Assign groups of students each a quotation from the work of particular authors. Have them examine their quotations for the stylistic techniques used by the authors (descriptive phrases, rhetorical devices, tone, humor, other techniques). Ask groups to report to the class what they found out about the authors' styles. Then have them use the same strategies to examine samples of one another's work.

* After students develop a checklist for technical editing, have them submit each article for editing by at least two other students. Elect an editorial board to review all submissions and select material for publication. Invite a professional editor to review the selections and provide feedback to authors and editors.

Goal IV
Create works using the language arts in visual, oral, written, and performance based forms for a variety of audiences and purposes

Performance Standard: The student will be able to:

* communicate by
  - Choosing appropriate strategies when pre-writing (brainstorming, generating questions, researching, clarifying purpose, audience, task, and persona)
  - Selecting appropriate mode of delivery for audience and purpose (persona, body language, graphics)
  - Communicating effectively in descriptive, narrative, expository, persuasive, and poetic styles
  - Understanding that writing is a recursive process (self-evaluation, revision, reflection)
  - Understanding the appropriate uses of technology as an aid in developing and communicating their ideas
  - Supporting writing with appropriate details, facts, description
  - Interacting with others when creating and editing writing
  - Developing own writing and voice by building on the writer's existing culture and language

Assessment Strategies:
Oral responses (reports, responses to questions)
Written assignments (narrative, expository, persuasive, poetic, creative), Teacher observations, Peer review (peer evaluation, collaboration), Practice CAPT exercises, Testing , Class discussion, Small group discussion, Self evaluation, Journals, Application of writing process, Application of conventions, Visual representations, Technological productions, Dramatizations

Suggested Instructional Activities:

* Teach students the organizational framework of a compare-and-contrast essay. Have students read models of essays that examine both sides of an issue and discuss how the essays are effective. Ask students to each generate a list of topics, then write a compare-and-contrast essay. Have students who wrote on the same topic gather in groups and provide feedback on strengths and weaknesses of each person's essay.

* Suggest that students review daily and community papers and identify standard sections and their purposes. Then have them discuss the distinctions between news stories, feature stories, and editorials. Ask students to investigate school events over a period of several weeks and write stories about them.

Goal V
Use available forms of media and technology as an integral part of language arts experience

Performance Standard: The student will be able to:

* include technology and media by
  - Using technology as an aid in developing and communicating their ideas
  - Understanding and applying the appropriate uses of technology
  - Viewing and listening to commercially and school made productions based on literature studied in class
  - Judging the merits of commercially, peer, and self produced works
  - Detecting the effects of bias and its connection to audience and purpose
  - Developing knowledge of media conventions and structure and their effects on meaning

Assessment Strategies:
Oral responses (reports, responses to questions)
Written assignments (narrative, expository, persuasive, poetic, creative), Teacher observations, Peer review (peer evaluation, collaboration), Practice CAPT exercises, Testing , Class discussion, Small group discussion, Self evaluation, Journals, Application of writing process, Application of conventions, Visual representations, Technological productions, Dramatizations

Suggested Instructional Activities:

* Give students raw data to set up in visual formats (identifying a goal for the presentations) using spreadsheet or other graphics software. The given data should include some that are irrelevant to the stated purpose. Emphasize that: varying forms of graphic representation (e.g., bar graphs, pie graphs, line graphs, tables) have their own strengths and appropriate uses relative to purpose extraneous decorative graphics can be counterproductive.

* Have students each research a topic using several technologies, such as the Internet, CD-ROM, and other appropriate databases. Invite them to report to the class on the features, problems, and benefits of each source.

Goal VI
Gather, analyze, and respond to information from primary and secondary sources.

Performance Standard: The student will be able to:

* gather information by:
  - Engaging in pre-writing activities (brainstorming, prior knowledge, generating questions, peer collaboration)
  - Developing research skills (library, source discovery, topic focusing)
  - Researching
* analyze information by
  - Sorting and coding data
  - Evaluating the quality of a source and its content
  - Interacting with peers in order to clarify understanding
* respond to information by
  - Developing purpose, audience, and tone of writing
  - Developing and applying knowledge of research writing conventions
  - (persona, organization, bibliographic information)
  - Communicate research formally and creatively
  - Engage in the writing process (revision, editing)
  - Using technology as an aid in communicating their ideas
  - Making connections between text, self, and world

Assessment Strategies:
Oral responses (reports, responses to questions)
Written assignments (narrative, expository, persuasive, poetic, creative), Teacher observations, Peer review (peer evaluation, collaboration), Practice CAPT exercises, Testing , Class discussion, Small group discussion, Self evaluation, Journals, Application of writing process, Application of conventions, Visual representations, Technological productions, Dramatizations

Suggested Instructional Activities:

* Group students and assign a simulation project, in which each student is expected to assume a role of responsibility and fulfill specified tasks that include completing relevant professional communication products to deadline. Project topics could include:
  * preparing a proposal to government to build a bridge between two of the Thimble Islands
  * preparing a campaign to develop and sell products: technical appraisal, financial plan, flow chart of development process, marketing materials, concept visuals
  * selling a technology or service to a developing nation (requiring students to consider the ethics involved)
  * preparing a proposal to school trustees and administrators.

* Introduce students to **Guide to Writing Research Papers**
http://cctc.commnet.edu/mla.htm The Guide to Writing Research Papers takes a comprehensive look at research techniques, proper forms for citation based on MLA form, and much more. From Capital Community-Technical College in Connecticut.

Grades 11

Goal I
Choose and apply strategies that enhance the fluent and proficient use of language arts to construct meaning of written, visual and oral texts

Performance Standard: The student will be able to:

* read and understand literature by
  - Using a variety of monitoring and self-correcting methods: skimming, scanning, reading ahead, rereading, summarizing and using resources.
  - Selecting and applying efficient and effective word recognition strategies, including, contextual clues, picture clues and structural analysis
  - Developing new vocabulary through literature, class discussion and knowledge of the structure and history of the English.language
  - Recognizing main ideas and details
  - Making inferences about ideas implicit in narrative, expository, persuasive and poetic text
  - Interacting with others in creating interpretations and evaluating written , oral and visual text
* generate connections with the text by
  - Reflecting on the texts by giving an initial reaction
  - Interpreting the text by using prior knowledge and experiences
  - Generating question before, during and after reading, writing, listening and viewing
  - Making and confirming or revising predictions
  - Critically comparing, contrasting, and connecting ideas within and among a broad range of texts and the world
* examine textual structures to construct meaning by
  - Using the structure of narrative, expository, persuasive, poetic and visual texts to interpret and extend meaning
  - Identifying and analyzing literary conventions, devices, author's tone and purpose, and personal history.

Assessment Strategies:
Oral responses (reports, responses to questions)
Written assignments (narrative, expository, persuasive, poetic, creative)
Teacher observations, Peer review (peer evaluation, collaboration), Practice SAT exercises, SAT, Testing , Class discussion, Small group discussion, Self evaluation, Journals, Application of conventions, Visual representations, Dramatizations

Suggested Instructional Activities:
* Help students **prepare to read** by:
  * encouraging them to activate what they already know about situations, events, characters, and ideas in the text
  * providing important background information relevant to the selection in order to expand their knowledge
  * explaining the conventions, techniques, and vocabulary employed by the writer
  * helping them set purpose(s) for reading.

* Help students employ effective reading strategies **during reading** by:
  * encouraging them to become involved with the text

* modeling the strategies that effective readers use as they read
* guiding the reading process with questions and activities that help them build their own understanding of what they are reading.

* Help students **understand and respond after reading** by:
* encouraging them to share their initial responses through discussion and other activities
* encouraging them to move beyond their initial understanding and develop more meaningful interpretations and connections
* expanding their reading experience to literary analysis
* clarifying and extending their thinking about language and literature through related writing, speaking, viewing, listening, and further reading activities.

Providing the necessary direction, support, and guidance for students before, during, and after reading helps them become strategic readers of literature.
* The teacher may choose any of the following Reading Teaching-Learning Strategies:

Anticipation Guides
Vocabulary Development
Think-alouds
Response Sheets
Think-Pair-Share
Reading Workshops
Author's Chair
Conferencing
Writing (Summaries, Reviews, Appreciations)
Dramatizing
Illustrating
Paired Response
Role Play
Questions
Journals
REQUEST
Reading Response Groups
Discussion Groups
Literature Response Circles
Mini-lessons
Independent Reading
KWL, SQ3R
Storyboards
Readers Theater

Goal II
Understand, appreciate, and respond thoughtfully to texts from many literary periods, genre, and cultures.

Performance Standard: The student will be able to:

* refine comprehension by
- Interpreting the text by using prior knowledge and experiences
- Generating questions before, during and after reading, writing, listening,viewing
- Making inferences about ideas implicit in narrative, expository,
- Drawing conclusions and evaluate the validity and accuracy of what is read
- Developing new vocabulary through literature, class discussion and knowledge of the structure and history of the English language
* critically examine texts by

- Identifying and analyzing literary conventions and devices and author's tone and purpose and personal history.
- Detecting bias, stereotype, over generalization, and other devices used by the author to influence an audience
- Critically compare, contrast, and connect ideas within and among a broad range of texts and the world
- Recognizing and evaluating a wide variety of valid responses for a single text
- Using literature as a resource to explore ideas and decisions, as well as political and social issues
- Identifying the unique and shared qualities of the voices, cultures, and historical periods in literature
- Demonstrating an understanding that literature explores human experiences
- Evaluating a text based on its literary merit
- Understanding that an accepted practice in spoken and written language may change over time
- Exploring and responding to the aesthetic elements of literature, including spoken, written, and visual texts

Assessment Strategies:

Oral responses (reports, responses to questions)
Written assignments (narrative, expository, persuasive, poetic, creative), Teacher observations, Peer review (peer evaluation, collaboration), Practice SAT exercises, SAT, Testing , Class discussion, Small group discussion, Self evaluation, Journals, Application of writing process, Application of conventions, Visual representations, Technological productions, Dramatizations

Suggested Instructional Activities:

* Provide opportunities for students to read and respond to quality literature written by people with various cultural perspectives.
* Provide opportunities for students to read and respond to quality literature written about their own culture.
* Teach logical fallacies such as over generalization, red herrings, false dichotomy, ad homonym, and syllogisms. Lead students in a discussion about how viewpoint can influence the presentation and meaning of material.
* Provide students with a collection of editorials, political cartoons, print advertising, letters to the editor, opinion page commentaries, columns from newspapers, and reports from around the world.
* Have them work in groups, identifying examples of objectivity, bias, persuasive technique, and false dichotomy. Have each student select one of the examples and rewrite or reproduce it to correct the bias or to reflect a different viewpoint.
* As a class, generate a list of universal themes such as war, disease, politics, or morality. Have students work in groups to select a theme and gather representations of that theme in prose, poetry, fiction, non-fiction, video, art, and music. Have groups present their collections to the class. Ask students to write personal reflections on the style of representation that affected them most emotionally, the style that provided the most information, and the style they found most offensive.
* Invite several students to present the same folk tale. After they have prepared and presented their versions of the tale, have students compare what was similar and different about each presentation. Have them discuss why some elements remained the same while others changed.

Goal III
Apply knowledge of language structure and conventions in order to write and speak English proficiently to communicate ideas clearly

Performance Standard: The student will be able to:

* demonstrate their knowledge of writing by
  - Using literary devices and conventions for chosen audience and purpose
  - Communicate using a variety of styles (narrative, expository, persuasive, poetic)
  - Editing own and other's work (grammar, word choice, diction, syntax, spelling
  - Developing fluency by building on writer's existing culture and language
  - Exploring and responding to trends in language and grammar
  - Understanding the appropriate uses of technology as an aid in developing

Assessment Strategies:
Oral responses (reports, responses to questions)
Written assignments (narrative, expository, persuasive, poetic, creative), Teacher observations, Peer review (peer evaluation, collaboration), Practice SAT exercises, SAT, Testing , Class discussion, Small group discussion, Self evaluation, Journals, Application of writing process, Application of conventions, Visual representations, Technological productions, Dramatizations

Suggested Instructional Activities:

* Discuss with students the difference between connotation and denotation, and emotionally laden and neutral words. For example, look at the differences between words such as nervous and terrified, thin and skinny, and dead and murdered. Then have students draw charts with columns for words ranging from weakest to neutral to most powerful.
* Present students with a word or phrase that has a number of synonyms, list the synonyms, and have students place them on their charts. Have students each write two descriptions of a person - one using emotionally laden words and the other using more neutral language.
* Ask students to edit one another's work to neutralize it or make it emotionally charged. Discuss the process.
* Provide students with a paragraph to edit that contains common grammar, usage, capitalization, and spelling errors. Then have groups of students each select one of the common errors and present a lesson to the class.
* Have students work as electronic pen pals, sending e-mail messages that contain intentional errors. Have the recipients correct the errors and reply. Discuss the significance of grammatical errors in electronic communications when there are no contextual, tonal, or body language clues to clarify meaning.
* On Line English Grammar http://www.edunet.com/english/grammar/index.html
This Website provides definitions and examples on the parts of speech. The pages are well designed and load time is good. This could be a good supplement or even key resource if you are teaching grammar and/or English as a Second Language and don't have adequate materials. Also available (among many other resources) is a "Grammar Clinic" where you can submit grammar questions that are posted and answered within a week.

Goal IV
Create works using the language arts in visual, oral, written, and performance based forms for a variety of audiences and purposes

Performance Standard: The student will be able to:

* communicate by
  - Choosing appropriate strategies when pre-writing (brainstorming, generating questions, researching, clarifying purpose, audience, task, and persona)
  - Selecting appropriate mode of delivery for audience and purpose (persona, body language, graphics)
  - Communicating effectively in descriptive, narrative, expository, persuasive, and poetic styles
  - Understanding that writing is a recursive process (self-evaluation, revision, reflection)
  - Understanding the appropriate uses of technology as an aid in developing and communicating their ideas
  - Supporting writing with appropriate details, facts, description
  - Interacting with others when creating and editing writing
  - Developing own writing and voice by building on the writer's existing culture and language

Assessment Strategies:
Oral responses (reports, responses to questions)
Written assignments (narrative, expository, persuasive, poetic, creative), Teacher observations, Peer review (peer evaluation, collaboration),Practice SAT exercises, SAT, Testing , Class discussion, Small group discussion, Self evaluation, Journals, Application of writing process, Application of conventions, Visual representations, Technological productions, Dramatizations

Suggested Instructional Activities:
* The following LANGUAGE ARTS Mini-Lessons High School (9-12) are available at **http://yn.la.ca.us/cec/ceclang/ceclang-high.html**

1.Creative writing - writing for fun (9-12)
2.Increase listening skill activity (9-12)
3.Literature Review; using knowledge, interpretation & judgment questions (10-12)
4.Writing, Creating a 'Class Directory' (9-12)
5.'Macbeth' made easy (6-12)
6.'Junk Mail Explosion' - activity to increase student awareness of persuasion tactics (7-10)
7.'Symbols of Language', understanding written communication (6-11)
8.Introduction to American Literature, creative freewriting activity (11)
9.Using prominent personalities with identifiable social causes to stimulate writing (8-12)
10.Story Starters, introduction to story telling (all grades)
11.'Map of Ship Trap Island', reading for detail (9)
12.'Inventions', understanding the relationships between things and words (7-12)
13.'Write? No Way!', "re-newed" writing activity (7-12)
14.'Olympic Shadow Boxes', learning to use reference materials (9-12)

Goal V
Use available forms of media and technology as an integral part of language arts experience

Performance Standard: The student will be able to:

* include technology and media by
  - Using technology as an aid in developing and communicating their ideas
  - Understanding and applying the appropriate uses of technology
  - Viewing and listening to commercially and school made productions based on literature studied in class
  - Judging the merits of commercially, peer, and self produced works
  - Detecting the effects of bias and its connection to audience and purpose
  - Developing knowledge of media conventions and structure and their effects on meaning

Assessment Strategies:
Oral responses (reports, responses to questions)
Written assignments (narrative, expository, persuasive, poetic, creative), Teacher observations, Peer review (peer evaluation, collaboration), Testing, Class discussion, Small group discussion, Self evaluation, Journals, Application of writing process, Application of conventions, Visual representations, Technological productions, Dramatizations

Suggested Instructional Activities:
* Group students, each group chooses a different medium such as TV, newspapers, World Wide Web or magazines and locates and summarizes two different articles or other information using the questions the group developed. The group makes a chart or other representation that compares the information gathered, listing four to five key points learned about information sources, with specific evidence to support each point. Students share their analyses with the class. Look for evidence that they:
  * identified similarities and differences in the presentations
  * made connections between the various media and the messages presented
  * accounted for differences in the information they located
  * considered how the messages were affected by the intended audience and purpose
  * hypothesized or drew logical conclusions about the relative credibility and objectivity of different sources

Work with students to develop criteria to assess assignments in which students analyze media bias. For example, effective work might be characterized by:
  * clear focus on the issue of bias
  * objective and detailed explanation
  * logical analysis of purpose and potential impact
  * explicit conclusion(s) supported by examples and explanations

Goal VI
Gather, analyze, and respond to information from primary and secondary sources.

Performance Standard: The student will be able to:

* gather information by:
  - Engaging in pre-writing activities (brainstorming, prior knowledge, generating questions, peer collaboration)
  - Developing research skills (library, source discovery, topic focusing)
  - Researching

* analyze information by
  - Sorting and coding data
  - Evaluating the quality of a source and its content
  - Interacting with peers in order to clarify understanding
* respond to information by
  - Developing purpose, audience, and tone of writing
  - Developing and applying knowledge of research writing conventions
  - (persona, organization, bibliographic information)
  - Communicate research formally and creatively
  - Engage in the writing process (revision, editing)
  - Using technology as an aid in communicating their ideas
  - Making connections between text, self, and world

Assessment Strategies:

Oral responses (reports, responses to questions)
Written assignments (narrative, expository, persuasive, poetic, creative), Teacher observations, Peer review (peer evaluation, collaboration), Practice SAT exercises, SAT, Testing , Class discussion, Small group discussion, Self evaluation, Journals, Application of writing process, Application of conventions, Visual representations, Technological productions, Dramatizations

Suggested Instructional Activities:

* Invite students to create needs inventories to plan for a community center that will serve the wants and needs of the diverse cultural groups in the local community such as teenagers, new immigrants, the elderly. Emphasize the need for primary source information such as eliciting actual community views. Have students identify other situations in which primary source information may be required. Have the class brainstorm strategies for conducting original research such as participant observation, interviews, polling, controlled experiments, field work data, field notes.
* Invite students to work in groups to poll the population of their school on issues of concern or interest such as smoking around school, dress code, or cafeteria food by:
  * creating surveys
  * revising and finalizing their surveys - with the best questions from all groups being used to make up a class list and being reviewed for cultural sensitivity and other forms of audience appropriateness
  * conducting the surveys and tabulating the data
  * interpreting and reporting on results in graphic form

Ask students to create written descriptions of the methods they followed. Relate this activity to original research activities that occur in various technical and professional settings.

Grades 12

Goal I
Choose and apply strategies that enhance the fluent and proficient use of language arts to construct meaning of written, visual and oral texts

Performance Standard: The student will be able to:

* read and understand literature by
  - Using a variety of monitoring and self-correcting methods: skimming, scanning, reading ahead, rereading, summarizing and using resources.
  - Selecting and applying efficient and effective word recognition strategies, including, contextual clues, picture clues and structural analysis
  - Developing new vocabulary through literature, class discussion and knowledge of the structure and history of the English language
  - Recognizing main ideas and details
  - Making inferences in narrative, expository, persuasive and poetic text
  - Interacting with others in creating interpretations and evaluating written , oral and visual text

* generate connections with the text by
  - Reflecting on the texts by giving an initial reaction
  - Interpreting the text by using prior knowledge and experiences
  - Generating question before, during and after reading, writing, listening and viewing
  - Making and confirming or revising predictions
  - Critically comparing, contrasting, and connecting ideas within and among a broad range of texts and the world

* examine textual structures to construct meaning by
  - Using the structure of narrative, expository, persuasive, poetic and visual texts to interpret and extend meaning
  - Identifying and analyzing literary conventions, devices, author's tone and purpose, and personal history.

Assessment Strategies:
Oral responses (reports, responses to questions)
Written assignments (narrative, expository, persuasive, poetic, creative)
Teacher observations, Peer review (peer evaluation, collaboration), Practice CAPT exercises, Actual CAPT, Practice SAT exercises, Testing , Class discussion, Small group discussion, Self evaluation, Journals, Application of conventions, Visual representations, Dramatizations

Suggested Instructional Activities:

* Ask students what they consider to be the characteristics of an able reader. Challenge students to each set one goal to improve their reading.

* Provide students with a poem or short prose selection (or excerpt) related to works they have studied (e.g., same author or genre, similar theme) and ask them to paraphrase and analyze the excerpt.

* Prompt students to: provide clear, logical summaries, consistent with the text include specific references to support their interpretations make connections among various features or parts of the work offer reasoned inferences and interpretations about ambiguities in the text.

* Have students research the work of innovative communicators such as Marshall McLuhan. Ask them to role-play their chosen characters, introducing themselves to the class, describing three pieces of their work, and arguing why they should be remembered.

* Help students **prepare to read** by:
    * encouraging them to activate what they already know about situations, events, characters, and ideas in the text
    * providing important background information relevant to the selection in order to expand their knowledge
    * explaining the conventions, techniques, and vocabulary employed by the writer
    * helping them set purpose(s) for reading.

* Help students employ effective reading strategies **during reading** by:
    * encouraging them to become involved with the text
    * modeling the strategies that effective readers use as they read
    * guiding the reading process with questions and activities that help them build their own understanding of what they are reading.

* Help students **understand and respond after reading** by:
    * encouraging them to share their initial responses through discussion and other activities
    * encouraging them to move beyond their initial understanding and develop more meaningful interpretations and connections
    * expanding their reading experience to literary analysis
    * clarifying and extending their thinking about language and literature through related writing, speaking, viewing, listening, and further reading activities.

Providing the necessary direction, support, and guidance for students before, during, and after reading helps them become strategic readers of literature.
* The teacher may choose any of the following Reading Teaching-Learning Strategies:

Anticipation Guides
Vocabulary Development
Think-alouds
Response Sheets
Think-Pair-Share
Reading Workshops
Author's Chair
Conferencing
Writing (Summaries, Reviews, Appreciations)
Dramatizing
Illustrating
Paired Response
Role Play
Questions
Journals
REQUEST
Reading Response Groups
Discussion Groups
Literature Response Circles
Mini-lessons
Independent Reading
KWL, SQ3R
Storyboards
Readers Theater

Goal II
Understand, appreciate, and respond thoughtfully to texts from many literary periods, genre, and cultures.

Performance Standard: The student will be able to:

* refine comprehension by
  - Interpreting the text by using prior knowledge and experiences
  - Generating questions before, during and after reading, writing, listening,viewing
  - Making inferences about ideas implicit in narrative, expository,
  - Drawing conclusions and evaluate the validity and accuracy of what is read
  - Developing new vocabulary through literature, class discussion and knowledge of the structure and history of the English language

* critically examine texts by
  - Identifying and analyzing literary conventions and devices and author's tone and purpose and personal history.
  - Detecting bias, stereotype, over generalization, and other devices used by the author to influence an audience
  - Critically compare, contrast, and connect ideas within and among a broad range of texts and the world
  - Recognizing and evaluating a wide variety of valid responses for a single text
  - Using literature as a resource to explore ideas and decisions, as well as political and social issues
  - Identifying the unique and shared qualities of the voices, cultures, and historical periods in literature
  - Demonstrating an understanding that literature explores human experiences
  - Evaluating a text based on its literary merit
  - Understanding that an accepted practice in spoken and written language may change over time
  - Exploring and responding to the aesthetic elements of literature, including spoken, written, and visual texts

Assessment Strategies:
Oral responses (reports, responses to questions)
Written assignments (narrative, expository, persuasive, poetic, creative), Teacher observations, Peer review (peer evaluation, collaboration), Practice CAPT exercises
Practice CAPT, Actual CAPT, Testing , Class discussion, Small group discussion, Self evaluation, Journals, Application of writing process, Application of conventions, Visual representations, Technological productions, Dramatizations

Suggested Instructional Activities:
* Invite students to identify and explore issues of racism as expressed in a variety of literary works.

Goal III
Apply knowledge of language structure and conventions in order to write and speak English proficiently to communicate ideas clearly

Performance Standard: The student will be able to:

* demonstrate their knowledge of writing by

- Using literary devices and conventions for chosen audience and purpose
- Communicate using a variety of styles (narrative, expository, persuasive, poetic)
- Editing own and other's work (grammar, word choice, diction, syntax, spelling
- Developing fluency by building on writer's existing culture and language
- Exploring and responding to trends in language and grammar
- Understanding the appropriate uses of technology as an aid in developing

Assessment Strategies:
Oral responses (reports, responses to questions)
Written assignments (narrative, expository, persuasive, poetic, creative), Teacher observations, Peer review (peer evaluation, collaboration), Practice CAPT exercises
Practice CAPT, Actual CAPT, Testing , Class discussion, Small group discussion, Self evaluation, Journals, Application of writing process, Application of conventions, Visual representations, Technological productions, Dramatizations

Suggested Instructional Activities:

* On Line English Grammar http://www.edunet.com/english/grammar/index.html
This Website provides definitions and examples on the parts of speech. The pages are well designed and load time is good. This could be a good supplement or even key resource if you are teaching grammar and/or English as a Second Language and don't have adequate materials. Also available (among many other resources) is a "Grammar Clinic" where you can submit grammar questions that are posted and answered within a week.

Goal IV
Create works using the language arts in visual, oral, written, and performance based forms for a variety of audiences and purposes

Performance Standard: The student will be able to:

* communicate by
  - Choosing appropriate strategies when pre-writing (brainstorming, generating questions, researching, clarifying purpose, audience, task, and persona)
  - Selecting appropriate mode of delivery for audience and purpose (persona, body language, graphics)
  - Communicating effectively in descriptive, narrative, expository, persuasive, and poetic styles
  - Understanding that writing is a recursive process (self-evaluation, revision, reflection)
  - Understanding the appropriate uses of technology as an aid in developing and communicating their ideas
  - Supporting writing with appropriate details, facts, description
  - Interacting with others when creating and editing writing
  - Developing own writing and voice by building on the writer's existing culture and language

Assessment Strategies:
Oral responses (reports, responses to questions)
Written assignments (narrative, expository, persuasive, poetic, creative), Teacher observations,

Peer review (peer evaluation, collaboration), Practice CAPT exercises
Practice CAPT, Actual CAPT, Testing , Class discussion, Small group discussion, Self evaluation, Journals, Application of writing process, Application of conventions, Visual representations, Technological productions, Dramatizations

Suggested Instructional Activities:

* Review with students the basic elements of various essay styles.
* Review persuasive techniques such as rhetorical devices and language.
* Invite students to comment on a recent political events. Prompt discussion with questions such as:
    * How were different viewpoints presented?
    * What would persuade you to decide one way or the other?
* Have students prepare persuasive arguments that represent views opposite to the ones they hold on a particular issue and develop them for particular media (e.g., newspaper, TV, radio).
    * Have groups of student editors (grouped by genre or theme) select work to go into a school writing publication.
    * Have each group to write a rationale and review for each selection made, based on criteria created by the class.
    * Next, students can create introductory material for each section of the publication.

* Have students look at historical events through different types of artistic expression such as the Spanish Civil War through Hemingway's writing, news reports, and Picasso's Guernica; World War I through news reports and poetry of the time, to examine language used to express the same ideas.
* Ask students to change ritualized language such as marriage ceremony, the national anthem into other language forms such as informal, slang, or rap.
* Have students select an article from a newspaper and suggest three key words they would use to locate the article if they were searching on the Internet and rewrite it for a popular audience.

Goal V
Use available forms of media and technology as an integral part of language arts experience

Performance Standard: The student will be able to:
* include technology and media by
    - Using technology as an aid in developing and communicating their ideas
    - Understanding and applying the appropriate uses of technology
    - Viewing and listening to commercially and school made productions based on literature studied in class
    - Judging the merits of commercially, peer, and self produced works
    - Detecting the effects of bias and its connection to audience and purpose
    - Developing knowledge of media conventions and structure and their effects on meaning

Assessment Strategy:
Oral responses (reports, responses to questions)
Written assignments (narrative, expository, persuasive, poetic, creative), Teacher observations, Peer review (peer evaluation, collaboration), Practice CAPT exercises

Practice CAPT, Actual CAPT, Testing , Class discussion, Small group discussion, Self evaluation, Journals, Application of writing process, Application of conventions, Visual representations, Technological productions, Dramatizations

Suggested Instructional Activities:

* To develop students' understanding of research using electronic databases, have them (individually or in groups):
    *select technical or professional topics (e.g., highway construction, medicine, women in management)
    * narrow their topics by each identifying three or four subtopics to use as starting points for a keyword search in an electronic database
    * frame a hypothesis or opinion statement pertaining to one of their subtopics
    * conduct keyword searches to find materials that address their statements
    * record their search sequences and represent them in flow charts
    * list the information sources they have identified

Examine the process by asking questions such as:

* Why did you select these particular information sources?
* What difficulties did you encounter?
* Are there any shortcuts you could have taken in the search?

Remind students that conducting research by contacting experts (e.g., librarians, subject experts, individuals working in given fields) involves framing inquiry questions rather than merely identifying key words for a search.

* Have students examine print and oral forms of the same speech, such as Martin Luther King's "I Have a Dream." Ask them to compare the impacts of the two forms.

* Extend the use of electronic and print reference resources to meet information needs, including the use of such resources as gazetteers, atlases, specialized indexes, bibliographies, periodicals, handbooks, manuals, government documents, books of quotations, and college and career resources.
* Use electronic resources such as CD-ROM and online resources.
* Use software programs, such as word processing and multimedia presentation tools, to synthesize and present information.

Goal VI
Gather, analyze, and respond to information from primary and secondary sources.

Performance Standard: The student will be able to:

* gather information by:
    - Engaging in pre-writing activities (brainstorming, prior knowledge, generating questions, peer collaboration)
    - Developing research skills (library, source discovery, topic focusing)
    - Researching

* analyze information by
    - Sorting and coding data
    - Evaluating the quality of a source and its content
    - Interacting with peers in order to clarify understanding

* respond to information by
    - Developing purpose, audience, and tone of writing
    - Developing and applying knowledge of research writing conventions

- (persona, organization, bibliographic information)
- Communicate research formally and creatively
- Engage in the writing process (revision, editing)
- Using technology as an aid in communicating their ideas
- Making connections between text, self, and world

Assessment Strategies:

Oral responses (reports, responses to questions)
Written assignments (narrative, expository, persuasive, poetic, creative), Teacher observations, Peer review (peer evaluation, collaboration), Practice CAPT exercises
Practice CAPT, Actual CAPT, Testing , Class discussion, Small group discussion, Self evaluation, Journals, Application of writing process, Application of conventions, Visual representations, Technological productions, Dramatizations

Suggested Instructional Activities:

* As a class, brainstorm a set of current issues. Have students explore both sides of a chosen personal issue, using several sources and collaborating with their peers. Have students each develop a research plan for their topic, including three critical questions, proposed research strategies, sources of information, proposed audience, and presentation format. Presentations might take the form of debates, role plays, talk shows, mock trials, speeches, poster series, or TV news reports. Ask students to peer edit before presenting. Guide the class in selecting a review panel of three students to assess and evaluate peer presentations. Have students give reviewers summaries of their issues, lists of questions answered by their research, and lists of areas in which they would like feedback (e.g., quality of writing, credibility of information, persuasive arguments, speaking ability, supportive visuals, organization, clarity).

Integrated Language Arts

Policy/Belief Statements

Appendix A

The Integrated Language Arts
Policy/Belief Statements
June 1, 1999

Introduction

This section of the curriculum summarizes key aspect and discusses the interrelatedness of the English Language Arts which are Speaking, Listening, Reading, Writing, Visually Representing, and Viewing

Speaking and Listening

Speaking is a communication tool essential for learning. Children need opportunities to talk about what they do, what they see, and what they read and hear in order to construct meaning and to learn from their experiences. By discussing topics and events with peers and teachers, children frequently adjust their prior knowledge or schema and thus accommodate new information. Such accommodation and increase of awareness are the essence of their learning.

The classroom setting must invite children to use language to question and to explore so that children's natural curiosity about the world is fostered. Classroom activities should encourage students to share their feelings, opinions and existing knowledge, and give students opportunities to use talk as a method of expressing and clarifying thoughts. Discussion and dialogue activities help children discover what they think and know, and so inform themselves at the same time.

Listening is a part of the communication process. All students must be taught how to be active listeners -- how to focus their attention and how to listen for various purposes. Before listening activities, teachers should explain the purposes for, major points of, and the best strategies for attending to the message. Listening for facts or directions requires attention to details. Where as, listening to determine if events in a story could really happen requires analytical and evaluative thought as well as recalling the sequence of events.

All students need opportunities to listen for a variety of purposes. Classroom listening experiences should include those which require personal interpretations, appreciative responses, and critical stances. The classroom environment must foster respect and acceptance of various communication styles. In addition, instruction should familiarize students with their responsibilities as listeners and speakers in different settings and situations.

Opportunities to interact with various audiences in a supportive environment encourages the exchange of ideas and builds communication skills. It provides opportunities for students to listen and respond to one another, and to build upon the ideas of others. Planned and ongoing listening and speaking experiences will increase students' confidence and abilities as communicators and as learners.

Reading for Meaning

One reading goal is to develop fluent and proficient readers who are knowledgeable about the reading process. Effective reading instruction should enable students to eventually become self-directed readers who can construct meaning, recognize that there are different kinds of reading materials and different purposes for reading; select strategies appropriate for different reading activities; and, develop a life-long interest and enjoyment in reading a variety of material for different purposes.

Successful readers utilize clues from all cueing systems simultaneously. Readers bring background knowledge and past experiences to the reading task to construct interpretations to make sense of the text. It is easier for readers to understand print when the content is relevant to their personal experiences. Familiar content and topics convey meaning or clues through the **semantic cueing system**. When students are comfortable and familiar with the content of a passage, they can predict upcoming text and take greater risks in reading. Research has repeatedly shown that fluent readers risk more guesses when interacting with unfamiliar print than poorer readers. They derive more meaning from passages than readers who frequently stop to sound or decode words by individual phonemes or letters.

Knowledge of word order and the rules of grammar which structure oral language, guide readers' predictions for printed language. Such language-pattern clues comprise the **syntactic cueing system**. Readers should constantly question the text to ensure that what they are reading makes sense and sounds like language.

The **graphophonic cueing system** relates sounds to printed symbols. When print is translated into words that are in their listening vocabularies, readers will recognize and comprehend the words. If the sounded words are unfamiliar to readers, they must rely on the other cueing systems to construct meaning. This curriculum is premised on the fact that phonics may be taught in isolation, in context, or in some combination of these two. However, this is done in conjunction with the teaching of the other cueing system.

Writing

Most school-aged children are interested in printed symbols and are eager to compose meaningful messages. Reading and writing abilities develop simultaneously. The development of abilities in one process facilitates growth in the other language processes.

Daily writing opportunities must be provided for all students at all levels in order to explore writing and to write for various purposes. Even beginning writers are encouraged to compose stories, reports, messages and sentences before they can print every letter precisely, spell accurately all the words they want to write, or fluently read printed text. Teachers are reminded that approximations are a normal part of growth and emerging skill development.

Writing is a complex process of composing meaning. It is a process that demands intellectual activity that is shaped and structured by language patterns, usage and conventions. The process of writing frequently consists of the following distinct but interrelated stages:

Prewriting involves consideration of the purpose and audience for the writing task. Writers then focus on content and typically generate and organize ideas. They may rehearse their ideas, discuss them with others or research their topics.

Drafting involves putting ideas and information into print form. As they draft, writers draw

on a range of knowledge and experience -- knowledge of topic and of language patterns, as well as experience with print and with the topic. Writers frequently sequence, review or "rethink" and reorganize content, and reconsider the language necessary to communicate their content.

Postwriting includes reading, editing and revising drafts. Revisions should clarify content or meaning and make the writing more legible and more interesting. The responses and suggestions of readers may guide revision or redrafting. As teachers model and guide the revision process, they increase students' awareness of the components and skills of effective writing.

This stage may extend to polishing drafts and to publishing or making the writing public by presenting it to the intended audience. Direct instruction in punctuation, spelling, grammar and handwriting is appropriate during this stage.

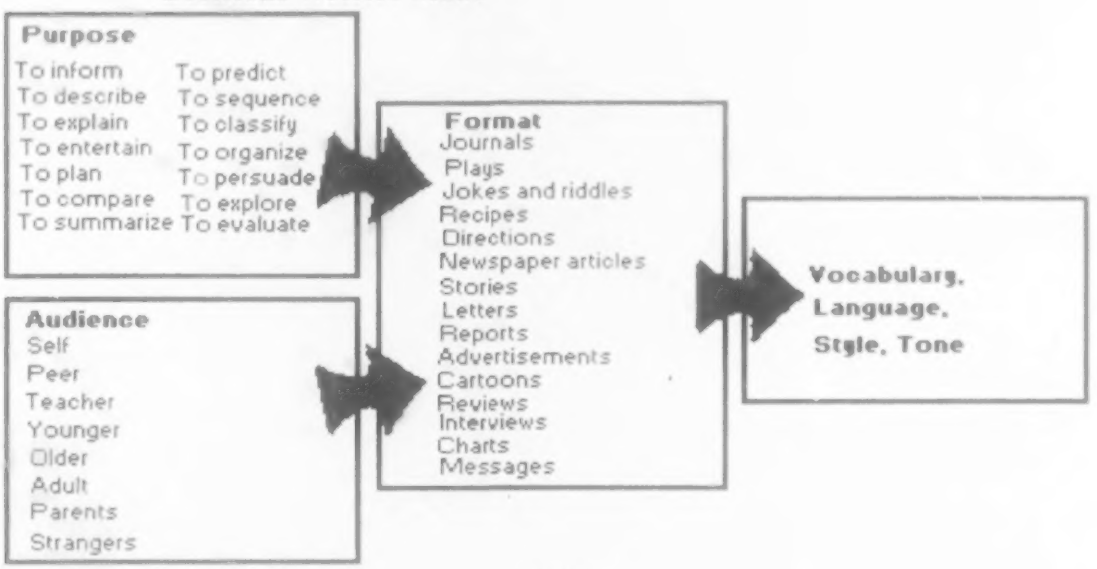
The process is not necessarily a linear series of stages. Writers often move recursively, shifting from one activity to another and back again as they write. For example, prewriting is an initial activity but more or different ideas may be generated as a student writes.

Students at all levels need to experience all stages of the process if they are to mature as writers and learn to consider the alternatives that are available to writers. The prewriting, drafting and postwriting experiences suggested for elementary students are not different in kind from those appropriate for middle years and secondary level students. The difference lies in the degree of sophistication and complexity. Students' abilities at each stage of this process will increase with maturity, practice, knowledge, skill acquisition and decision-making experience.

Not every classroom writing experience passes through each stage; nor should every piece of students' writing be shared with an audience or evaluated. Evaluation should reflect growth and development of the skills in each stage of the writing process.

The process approach increases students' awareness of what writers actually do and what choices are available to them when they write. Figure 1 displays the many decisions writers make.

Decisions Writers Make



Spelling and Phonics in Context

Reading and writing are complementary language processes. A knowledge of letters (grapho) and sounds (phono) and how they relate to each other is necessary for both processes. Students' understandings of the basic principles of letter-sound associations or graphophonics should be developed through reading and writing experiences in various subjects. Direct instruction which is 'part-to-whole' or synthetic phonics as well as spontaneous or indirect instruction which is 'whole-to-part- or analytic phonics are necessary. Teachers can assist language development by consciously planning activities and focusing instruction on students' cognitive development and their strengths and weaknesses as readers and writers.

A knowledge of phonics and English letter combinations helps students to identify words when reading and assists them in spelling words when writing. Although such knowledge comprises an important part of literacy, students must develop the understanding that many English words do not conform to spelling rules or graphophonic generalizations.

Word origin and meaning determine the pronunciation and spelling of many English words. A knowledge of how English syllables, prefixes and suffixes are combined also assists reading and writing. When students read, they interact with conventional spellings, practice articulation and increase their vocabularies. Students' expanding vocabulary and their ability to articulate English phonemes assist reading and writing development. When students write they apply their graphophonic understandings and recognize the need for conventional spelling.

Teaching Grammar in Context

Every language is unique in the way words and sentences are structured and vocalized to create or convey meaning. Grammar refers to the descriptive analysis of a language which attempts to explain the principles of language structure and word order. Children who enter school at age five or six already speak using very complex patterns of language. This intuitive knowledge of sentence structure enables them to generate and understand sentences that contain grammatical complexities which are beyond their intellectual capacity to explain, and provides the basis for further grammar instruction.

Children learn English vocabulary, word order and sentence patterns as they learn to speak the language. Children learn syntax intuitively as they use language to communicate with others and to learn about the world. All children bring particular language and communication styles from the home and community to the classroom. Refinement and expansion of their language and communication styles continue at school through a variety of oral language experiences and through interaction with printed language.

The purpose for developing students' knowledge of grammar is to increase their skills as effective communicators. Isolated grammar study often results in students acquiring a body of language facts, definitions, and rules that are distinct from genuine communication, it is of little instructional value. For example, intense practice in analyzing and labeling sentence parts does not guarantee that students will become fluent speakers and writers. Instruction, then, is most useful and relevant when it is provided in the context of the students' own speaking, listening, writing, and reading experiences so they can see that their knowledge of grammar serves as a tool for producing clear and accurate communication.

Principles and Guidelines of Grammar Instruction

Grammar instruction should expand students' knowledge and appreciation of language as a flexible communication system. Awareness of language structures and terminology should help students to manipulate language to ensure clarity of expression and meaning. Although a knowledge of grammar helps writers and speakers to rationalize or explain their word choices, word orders and sentence structures, students at the elementary level require minimal or basic grammar awareness. Such awareness should include instruction in the grammatical concepts delineated in the matrix (Appendix).

Grammar awareness and knowledge should be developed in the context of language experiences in all subjects. Instruction should be brief and related to immediate reading and writing experiences and needs. At the elementary level, teachers may gradually incorporate grammar terminology in writing demonstrations and during collaborative composing activities. Grammar is a communication tool.

Grammar Concepts and Knowledge

Integrated grammar instruction has two purposes: to enable students to manipulate language for effective communication and to extend the quality and flexibility of their language use. Knowing grammatical terminology provides students with a "language" to talk about their own and others' spoken and written language, and allows them the opportunity to move or manipulate words and sentence parts for the best effect.

Instruction should address concepts, knowledge, or terminology which students require in order to extend their ability to use spoken and written language effectively. It is important to guide students to expand and extend their ability to use language effectively in their daily communication inside and outside of school.

Visually Representing and Viewing

Visually representing and viewing are processes that support oral literacy. They broaden the ways in which students can understand and communicate their learning. While the emphasis of the language arts is on representing thoughts, ideas, and feelings in written or spoken forms, students also might use visual, dramatic, and multimedia formats to support their written and spoken messages. When appropriate, students should be given opportunities to communicate and respond through a variety of formats including print, visuals, drama and multimedia .

By accommodating a variety of learning styles, representing and viewing help students achieve the English language arts objectives. Incorporating representing and viewing into language experiences encourages students to explore and expand the depth of their understandings. They also expand the ways in which students communicate their ideas.

The Role of Technology and Media

Technology and media can play an important role in the language arts. Students live in an information age filled with a variety of technology and multimedia learning tools. These texts and

tools are useful to achieve the English language arts literacy objectives and offer opportunities for critical viewing and representing.

Students must focus upon their purposes by determining what they need, where to find it, and how to access it. They must select reliable and relevant information and sources, process the information, and, using an appropriate format, communicate the results. As with other tools, the value of any technology depends on how students use it. Students need to determine not only what they want to locate and communicate but how they can do so most effectively. With appropriate teacher support and guidance, students in English language arts can take more responsibility for their learning and access and use the information they need.

Multiple Intelligences

Research in multiple intelligences has shown that all students have individual learning styles which require varied language arts instruction. Therefore, Gardners conponents of multiple intelligences should be considered when planning instruction.

1. Visual/Spatial -- Visual/spatial intelligence includes being able to visualize an object and to create mental images. It deals with visual arts, navigation, architecture and certain games such as chess.

2. Verbal/Linguistic -- Verbal/linguistic intelligence relates to words and language. We use this intelligence in listening, speaking, reading and writing.

3. Musical/Rhythmic -- Musical/rhythmic intelligence includes the ability to recognize tonal patterns, rhythm and beat. It includes sensitivity to environmental sounds, the human voice and musical instruments.

4. Logical/Mathematical -- Logical/mathematical intelligence deals with inductive and deductive reasoning, numbers and relationships. It involves the ability to recognize patterns, to work with geometric shapes and to make connections between pieces of information.

5. Bodily/Kinesthetic -- Bodily/kinesthetic intelligence is related to physical movement and the knowledge of the body and how it functions. It includes the ability to use the body to express emotion(s), to play a game, and to invoke effective "body" language.

6. Interpersonal -- Interpersonal intelligence is used in person-to-person relationships. It includes the ability to communicate with others and to have empathy for their feelings and beliefs.

7. Intrapersonal -- Intrapersonal intelligence is based on knowledge of the "self". It includes metacognition (thinking about thinking), emotional responses, self reflection and an awareness of metaphysical concepts.

Credit for the descriptions of the seven intelligences belongs to:

http://education.canberra.edu.au/postgrad/ss/students/frances/FRANCES.HTM
http://www.scbe.on.ca/mit/mi.htm#ICO

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Suggested Instructional Strategies

Appendix B

Experiencing Literature: A Guide to Literature and Response

It is generally recognized that literature broadens students' knowledge and understanding of the world and of themselves. Literature also models language and stimulates language growth. Through reading and listening students acquire an "ear" for the rhythms and patterns, the structures, and the vocabulary of the English language. As it is being read and heard, literature is also experienced; it integrates many personal experiences as it stimulates students' imaginations, emotions and intellects.

Individuals respond to literary selections in unique ways. When a story, an author, and a reader or listener "meet," a personal and private interaction occurs. This personal response is influenced by the ideas, understandings, sensations, feelings and images evoked by the literature. Personal reactions to literature are necessary beginnings for development of the enjoyment of literature and for the appreciation of various literary genres and techniques. Opportunities to experience a variety of literature can lead students to an awareness of the beauty and power of the written word.

Students' understanding of literature and the depth of their responses are intensified when they are encouraged to explore ideas and feelings about story characters, events, settings, illustrations and language. Response is enhanced when students can relate these elements to life experiences. This curriculum advocates a classroom climate that encourages honest emotional and intellectual responses. In this climate of trust and discovery, students and teachers express thoughts, ask questions, exchange opinions, and share understandings and interpretations.

This approach extends students' comprehension of literature beyond the levels attained by traditional question-answer methods. Specific questions designed to assess students' comprehension of a literary selection's details and conclusions usually have narrow, expected answers. Over time, the read-question-and-answer method subtly affects students' perceptions about reading. Students' experiences with literature can become artificial reading or "testing" situations. However, specific or pointed questions are occasionally useful and necessary to guide, clarify or extend understanding. Such questions should encourage students to think before they read, actively using prior knowledge and experience to make predictions. They should also help students to think as they read or listen, gathering evidence to confirm or reject expectations and predictions.

Many of the strategies advocated in this curriculum refine and extend students' personal responses to literature. Consideration of authors' styles and language use, literary elements and genre characteristics develops students' literary awareness which will eventually increase their understanding and enjoyment of literature. This appreciation will guide their evaluation and personal selection of reading materials.
Introducing a Variety of Literature

Students should be gradually introduced to a variety of printed materials. The grade level listings are not exclusive; the scope of literature at each level should also incorporate types of literature introduced at previous grade levels. As students are introduced to a variety of literature, their understandings of the literary elements will expand. These understandings heighten students' appreciation for literature and increase their awareness of how meaning is conveyed through print

Shared Reading (whole class or small group instructional strategy)

During the Shared Reading routine, the class or small groups participate in reading activities in an environment that is comfortable and reassuring. Shared Reading sessions are preplanned by the teacher with specific objectives for exploring features of print, vocabulary or language patterns and for modeling reading strategies and the use of cueing systems. Various print resources may be used including fiction and non-fiction, poetry, teacher or student-written materials, or resources from other subject areas. The chosen reading materials should be of interest to all students.

The text being shared must be accessible to all readers. This routine requires formats such as big books, charts, overhead transparencies or individual copies.

Strategies teachers might incorporate during this routine include:

* Reading and writing repetitive patterns
* Guided reading and thinking
* Modified cloze procedures
* Framing
* Choral speaking or reading
* Reflective discussions
* Questioning
* Story theater
* Story mapping
* Webbing
* Author study
* Literature study

Shared Reading: Suggested Teaching Procedures

1. Determine the focus

Shared reading lends itself to many possibilities:

* having fun with language
* enjoying a predictable story
* introducing a new or familiar author or illustrator
* introducing or developing a topic or theme as a model for an innovation on a

text
* introducing or exploring a new genre

From observation of the children, the teacher should also consider:
* what reading behaviors are established
* what needs to be practiced
* what reading strategies need consolidation
* what reading behaviors need demonstration and development

2. Select an appropriate book
* does it support the focus?
* does it have interest and appeal?
* does it provide sufficient challenge?
* what skills could be reinforced or taught in context with this book?

3. Set the scene

Begin by talking about concepts about print:
* title
* author
* illustrator
* front cover illustration
* back cover illustration
* the possible theme

Introduction should be brief and engaging. The goal is to invite the children to want to participate in the joy of the book.

4. Read the text

At the first reading, the pace should be lively with few stops. Participation and prediction should be encouraged, but not to the detriment of the story line.

5. Reread the text

During the rereading there should be opportunities for the children to
* participate in the reading
* recall vocabulary, ideas, information
* appreciate the author's and illustrator's style and viewpoint
* observe and demonstrate reading strategies and language conventions

6. Respond to the text

There are many ways children can respond to books selected for shared reading. These include:

* independent reading
* discussion
* writing
* retelling
* research
* drama
* role-play
* music
* arts and crafts
* listen to the audio cassette
* innovate on the text
* student made "Big Books"

7. Share responses
Opportunity should always be provided for children to share their responses. Sharing provides the chance for children to develop their oral and listening skills real reason for follow-up response

Reading to Students (whole class instruction)

The practice of reading aloud to students frequently and over a long period of time has proven to be beneficial. Teachers have noted significant gains in students' reading performance, their interest in reading and their language development. Teachers who model an interest in reading and read aloud from a variety of resources, invite students into the enjoyable and informative process of reading. In addition to literature selections, teachers should read interesting articles from newspapers and magazines, children's favorites and resources relevant to studies in other subject areas. The occasional use of taped or recorded readings by authors and other readers exposes students to a variety of voices, patterns of intonation and dialects. Older students as well as adults from the school and the community should be invited to the classroom to read or tell stories.

Some selections may be read without discussion or comment. Others may require an introduction or frequent pauses for explanation and discussion, or for sharing illustrations. Student curiosity and the material being read should dictate the procedure, but the main purpose of Reading to Students sessions is to kindle enthusiasm about reading for enjoyment and information.

Students should have access to the materials and selections read to them. They frequently return to interesting resources to look at the pictures or to read them on their own.

Students' responses and attention spans will determine the appropriate length of this routine. Although teachers and students may prefer to set a fixed time for Reading to Students, flexibility is important. Teachers may choose to read to students

during Science, Social Studies or Health lessons. Reading across the curriculum should be a common practice in elementary classrooms.

Sustained Silent Reading (S.S.R.) or **Drop Everything and Read (D.E.A.R.)** (whole class instruction)

A goal of this curriculum is to assist students in developing a life-long interest and enjoyment in reading a variety of material for different purposes. One way to develop students' reading abilities and appreciation for reading is to incorporate a daily Sustained Silent Reading period. During this period students and teachers silently read books or materials of their own choosing. If the entire school participates, the principal, office staff and custodians also pause to read self-selected resources.

The suggestions which follow should assist the implementation of this routine and ensure its success:

* Ensure access to a wide selection of reading materials in the classroom. (Students may choose to read resources from home, the school resource center or the community library. In kindergarten classrooms, students should have frequent opportunities to explore printed materials.)

* Emphasize a serene atmosphere conducive to uninterrupted involvement with print. (Student-teacher interaction and discussions may be necessary and desirable before students become independent readers.)

* Model sustained interest in reading. Initial S.S.R. periods may be very short. As students' interests and abilities in reading develop time allotment should increase.

* Emphasize the exploration and enjoyment of the reading material. No book reports or reading logs are required.

Short S.S.R. sessions may be followed by the Independent Practice routine during which students could continue to do some personal reading. One routine would become an extension of the other.

Sustained Silent Writing (S.S.W.) (whole class instruction)

Daily writing opportunities are necessary for students to develop fluency and proficiency. Although many students in the early grades have not perfected legible letter formation or the conventions of written language, they can and do compose and they frequently have much to say! Teachers must encourage students to view themselves as writers and readers. Regular support and feedback from teachers, peers and interested others help students to become confident risk-takers and to establish positive attitudes toward writing.

The procedure for Sustained Silent Writing is similar to the S.S.R. routine. Regardless of their writing abilities, students should be encouraged to express their ideas and feelings about self-selected topics. Young students may express

themselves through drawing or through combinations of print and drawings. Others may copy displayed words, poems or stories. When students are encouraged to invent spellings during the S.S.W. routine, they apply their knowledge of letter combinations and phonics.

At the beginning of the school year it may be necessary for teachers to guide students' writing efforts and focus them on specific topics. These topics should be relevant to students' interests, experiences, family or community events and celebrations, other subject areas, or the characters and events in literature selections. Teachers and students could brainstorm and list possible topics prior to this routine. Students could add to a displayed list regularly.

In some classrooms, teachers may incorporate the journal writing strategy into this daily routine. Journal entries should be dated and compiled in a folder or notebook.
This routine could extend into, or be part of, the scheduled Independent Practice Time.

Independent Practice Time (individual, small group instruction)

Students develop independent learning skills in classrooms which offer challenges within an environment of trust and acceptance. Time to practice and refine these skills is important. In all elementary grades, students should have opportunities to make choices and decisions and to take some control of learning. Scheduled daily Independent Practice time allows students to explore print informally and voluntarily. Examples of independent activities include reading and writing opportunities when students are free to select reading materials or to decide on a writing activity. They can practice and apply some of the teacher-modeled reading or writing skills and behaviors.

Some examples of reading and writing activities students may choose include:

* drawing or writing messages or letters to friends or family members
* composing items for the classroom display board
* reading books with peers
* exploring the environmental print display
* browsing through resources, exercising curiosity about a particular topic
* reading self-selected resources
* working on projects from other subject areas necessitating reading and writing.

Students may opt to work individually at this time or they may choose to read or write in pairs and groups. Teachers' roles during Practice Time will vary. Students may ask questions or seek assistance from peers and teachers. Teachers can model skills and behaviors by doing some personal reading or writing themselves, or they can conference with individuals at this time. At the beginning of the year, teachers and

students should draft rules to guide Practice Time activities. Initially, students will require teacher guidance and suggestions, but students should gradually develop a sense of responsibility toward the productive use of this time.

At the beginning of the year, this routine may be allotted 10 to 15 minutes a day. As students' interest in reading and writing increases and their abilities develop, this routine could be extended. The classroom will not be silent during this routine. Students may be sharing ideas, reading to each other, or conferencing with the teacher. Not all students will be engaged in the same activity.

Guided Reading

We use a wide variety of whole class, partner and small group formats to make Guided Reading as multilevel as possible. The purposes of this instructional strategy is to expose children to a wide range of literature, teach comprehension and teach children how to read with books that become increasingly harder. Children either read from a basal or from multiple copies of trade books or from a big book. Instruction begins with a discussion led by the teacher to build or review any background knowledge necessary to read the selection. Comprehension strategies are taught and practiced during this block. This block also includes writing in response to reading.

Making the Guided Reading Block Multilevel

Guided reading is the hardest block to make multilevel. Any selection is going to be too hard for some children and too easy for others. We don't worry anymore about those children for whom grade-level guided reading material is too easy because the other three blocks get three-quarters of our time and provide many beyond-grade level opportunities. In addition, our end-of-year testing always indicate that students who begin first grade with high literacy levels read well above grade-level at the end of the year.We do, however, worry about those students for whom grade-level selections are too hard. To make this block meet the needs of children who read below grade level, teachers make a variety of adaptations.

Guided reading time in not spent in grade-level material all week. Rather, teachers choose two selections--one grade-level and one easier--to read each week. The shared reading of a big book is always a good selection for the "easier" reading. In Book Club groups, we always try to have one of the choices be an easier--but still appealing--book. When choosing a book or story we usually read each selection several times, each time for a different purpose in a different format. Rereading enables children who couldn't read it fluently the first time to achieve fluent reading by the last reading. Children who need help are not left to read by themselves but are supported in a variety of ways. Most teachers use reading partners and teach children how to help their partners rather than do all their reading for them. While some children read the selection by themselves and others read with partners, teachers usually meet with small groups of children. These change on a daily basis and do not

include only the low readers. We also provide some extra easy reading time for children whose reading level is well below even the easier selections read. Some teachers meet children individually or in small groups while the rest of the children are engaged in center or other activities.

Sometimes, we arrange for tutors to work individually with children or coordinate with an early intervention teacher. One way or another, we make sure that children are getting the support they need including some coaching each week as they read material at their instructional level.

Integrated Language Study

The goal of integrated language study is to extend each student's ability to understand and communicate meaning effectively. Instruction about language knowledge and skills, spelling, grammar, usage, and mechanics should be provided to students within the context of their daily language use and experiences.

It is the intention of this curriculum that students' facility with language develop through authentic and relevant language experiences. Language study does not comprise a separate unit or topic of study. Rather, language study is integrated into the language processes and language use. Students are provided with opportunities to learn to use language in a variety of meaningful situations for a variety of purposes and audiences; to learn about language in ways that help them to discover that language is a necessary tool for effectively communicating in their daily lives; and to learn through language by applying their knowledge of language to their speaking, listening, writing, and reading experiences.

Mini-lessons

Teachers are encouraged to use brief, to-the-point mini-lessons which are immediately meaningful because they connect the language concept or skill directly to the students' current speaking, listening, writing, or reading experience. Mini-lessons can be provided at any time during a lesson, depending upon the students' needs and the lesson objectives.

Suggested Procedures for mini-lessons.

Introduce: Introduce the language concept (skill or knowledge) using examples from material students are presently listening to or reading, or from students' own speaking or writing.

Explain: Provide students with any additional, relevant information about the concept and use more samples, if necessary, to explain further or exemplify the concept.

Practice: Provide a brief interactive activity to help students establish

relationships between the new skill or knowledge and their current language use. Activities in which students work in pairs or small groups are useful because, as students talk, they clarify their own and others' understanding. Activities should make use of language experiences in which students are currently engaged in order for learning to be relevant (e.g., have students locate examples of compound sentences in the novel they are reading or in their own writing).

Review and Record: Review the major points made during the mini-lesson and record the information with some examples. Post the information in a prominent place in the classroom or have students take brief notes for future reference.

Apply and Reinforce: Have students immediately apply the new knowledge or skill in their own speaking, listening, writing, or reading experiences. For example, following a mini-lesson about sentence combining, have students combine several sentences in a draft of their own writing.

Mini-lessons may be taught to the whole class, to small groups, or to individual students, depending upon their assessed needs. The lesson objectives and student needs will determine the type of language study instruction required at any given time. Teachers can identify the language concepts they need to teach by observing students' language use, noting their abilities, and keeping track of the types of errors they
make.

Metacognitive (Self-Monitoring) Behaviors

1. Identify "what you know" and "what you don't know"
2. Talk about thinking
3. Keep a thinking journal
4. Plan and self-regulation
5. Debrief the thinking process
6. Self-Evaluate

Story Map

Story Maps graphically organize and integrate the concepts and events of a story. Keep in mind the following hints when students complete story maps:

* There is no one right way to map a story. The description of actions and events may vary depending upon individual interpretation.
* Story map labels do not need to be learned by students. More importantly they should be recognized and modeled as an "outline for application" to extract information that is important to the story.
* The term "ending" may have more meaning than "resolution."
* Actions/events are not always stated. They may need to be inferred from the text or pictures.
* Story mapping strategies can be combined with the skill of predicting. By first establishing a story's characters, setting, problem and goal, students then can predict

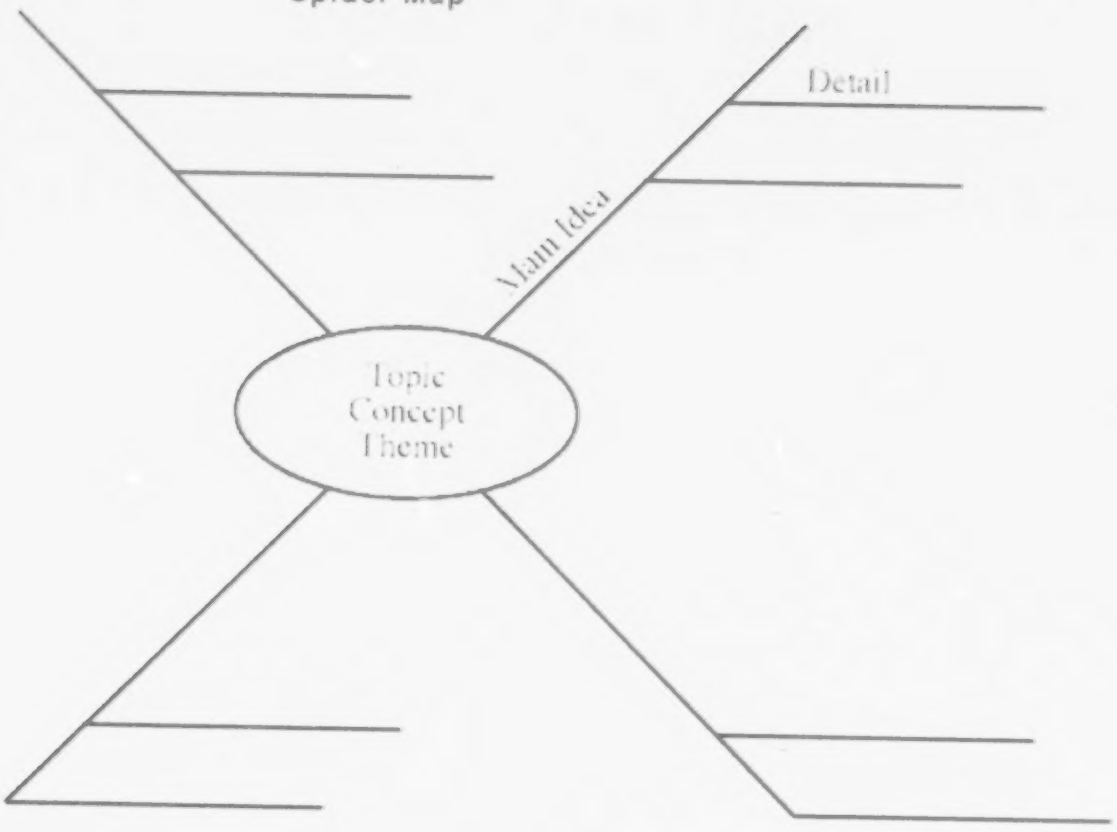
what they think will happen next.

* Using story mapping strategies to:
    * aid in organizing story information for understanding
    * promote discussion of the selection
    * allow for shared interpretation of the story and expansion of story information.

Graphic Organizers

A graphic organizer is an instructional tool used to illustrate a student or class's prior knowledge about a topic or section of text

Spider Map



Used to describe a central idea: a thing (a geographic region), process (meiosis), concept (altruism), or proposition with support (experimental drugs should be available to AIDS victims). Key frame questions: What is the central idea? What are its attributes? What are its functions?

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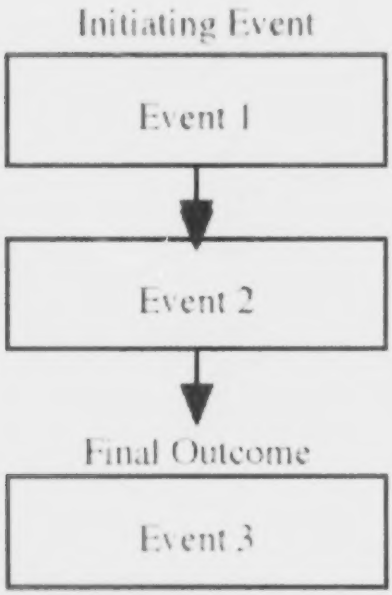
Series of Events Chain



Used to describe the stages of something (the life cycle of a primate); the steps in a linear procedure (how to neutralize an acid); a sequence of events (how feudalism led to the formation of nation states); or the goals, actions, and outcomes of a historical figure or character in a novel (the rise and fall of Napoleon). Key frame questions: What is the object, procedure, or initiating event? What are the stages or steps? How do they lead to one another? What is the final outcome?

Continuum Scale

Used for time lines showing historical events or ages (grade levels in school), degrees of something (weight), shades of meaning (Likert scales), or ratings scales (achievement in school). Key frame questions. What is being scaled? What are the end points?

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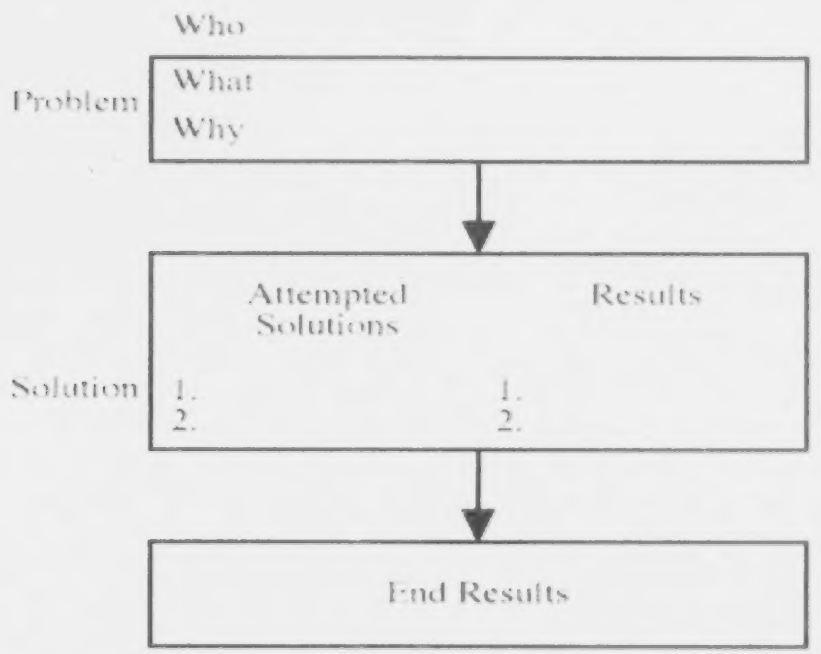
Compare/Contrast Matrix

	Name 1	Name 2
Attribute 1		
Attribute 2		
Attribute 3		

Used to show similarities and differences between two things (people, places, events, ideas, etc.). Key frame question: What things are being compared? How are they similar? How are they different?

Problem/Solution Outline



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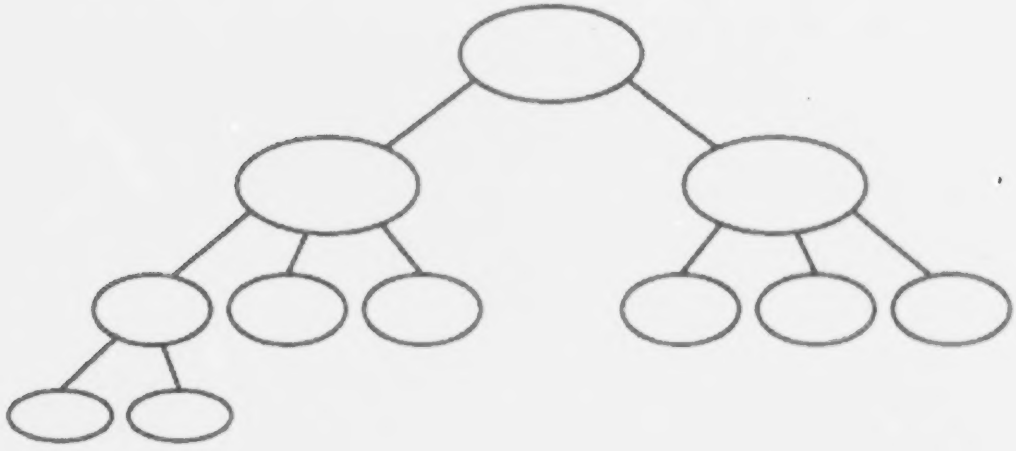
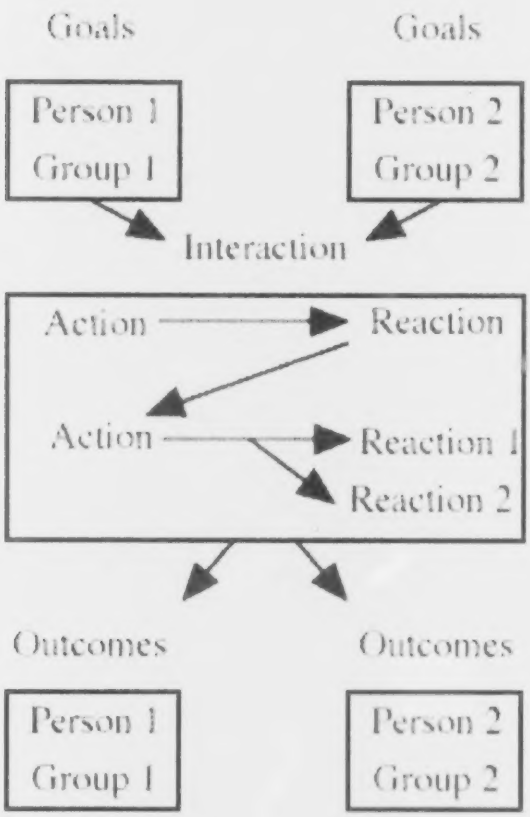
Used to represent a problem, attempted solutions, and results (the national debt). Key frame questions: What was the problem? Who had the problem? Why was it a problem? What attempts were made to solve the problem? Did those attempts succeed?

Network Tree



Used to show causal information (causes of poverty), a hierarchy (types of insects), or branching procedures (the circulatory system). Key frame questions: What is the superordinate category? What are the subordinate categories? How are they related? How many levels are there?

Human Interaction Outline



Used to show the nature of an interaction between persons or groups (Europeans settlers and American Indians). Key frame questions: Who are the persons or groups? What were their goals? Did they conflict or cooperate? What was the outcome for each person or group?

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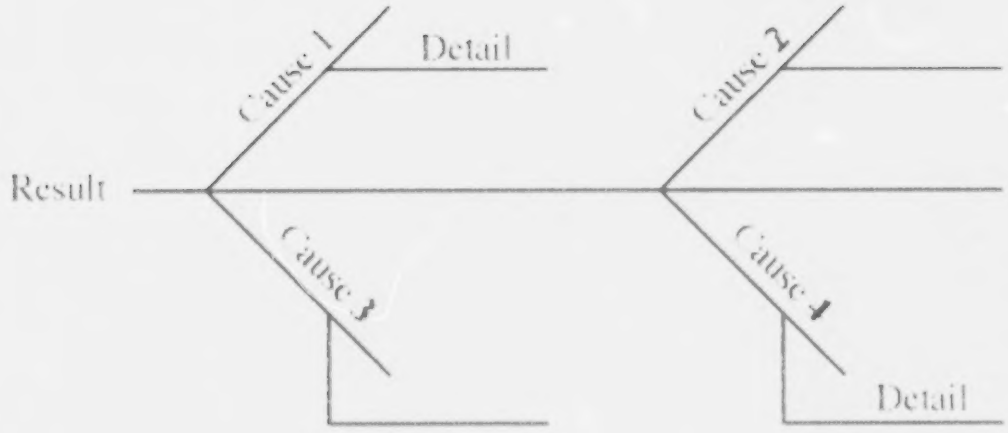
Fishbone Map



Used to show the causal interaction of a complex event (an election, a nuclear explosion) or complex phenomenon (juvenile delinquency, learning disabilities). Key frame questions: What are the factors that cause X ? How do they interrelate? Are the factors that cause X the same as those that cause X to persist?

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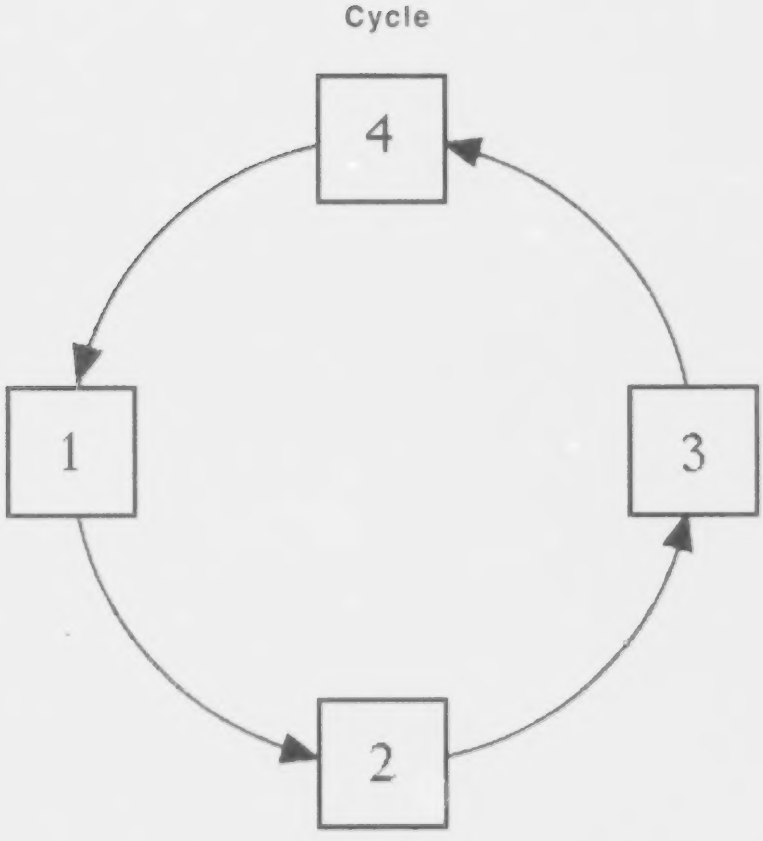

Used to show how a series of events interact to produce a set of results again and again (weather phenomena, cycles of achievement and failure, the life cycle). Key frame questions: What are the critical events in the cycle? How are they related? In what ways are they self-reinforcing?

Written Communication: Grammar and Usage, Grades K-12

Appendix C

Written Communication: Grammar and Usage, Grades K-12

I = Introduced; L = Learning; M = Mastered and Used in Writing; Beyond Mastery = Skills are Reinforced

Grammar awareness and knowledge should be developed in the context of language experiences in all subjects. Instruction should be brief and related to immediate reading and writing experiences and needs. At the elementary level, teachers may gradually incorporate grammar terminology in writing demonstrations and during collaborative composing activities.

Grammar is a communication tool. **Grammar instruction is not the foundation for effective writing.** Emphasis on the **memorization of terminology** and the identification of parts of speech, sentence parts, and kinds of sentences **adds unnecessary complexity** to students' interaction with printed language. Young writers need frequent opportunities and encouragement to express themselves orally and in print; they require daily opportunities to speak, read and write for various purposes before grammar exercises and grammar principles will be meaningful or beneficial.

Nouns	K	1	2	3	4	5	6	7	8	9	10	11	12
A noun is a name of a person, place or thing.		I	L	L	M								
A proper noun names a particular person or place or thing and is capitalized.		I	L	L	M								
A singular noun refers to one thing. A plural noun refers to more than one thing.		I	L	L	M								
Nouns can show ownership or possession.		I	L	L	CMT	M	CMT						
Singular nouns show ownership with an apostrophe and s.		I	L	L	L	L	M						
Plural nouns ending in s show ownership with an apostrophe only.					I	L	L	M					
Plural nouns not ending in s show ownership with an apostrophe and s.					I	L	L	M					

Pronouns	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
A pronoun is a word that takes the place of a noun. Pronouns refer back to a person, place or thing.		I	L	L	CMT	L	CMT	M	CMT				
When speaking of oneself and another person, the other person's name is always said first.	I	L	L	L	L	L	M						
Possessive pronouns take the place of possessive nouns.			I	L	L	L	L	L	M				
Formal pronouns									I	L	L	L	M
Verbs													
A verb tells what is happening in a sentence.	I	L	L	M									
Some verbs are action words.	I	L	L	M									
Some verbs are "linking" or "state of being" words. They are *am, is, are, was, were, be, being, been.*				I	L	L	L	L	M				
Present & Past tense		I	L	L	CMT	L	CMT	M	CMT				
Future tense			I	L	L	L	CMT	M	CMT				
Present Perfect tense				I	L	L	CMT	M	CMT				
Past Perfect tense	K	1	2	3	4	5	6	7	8	9	10	11	12

Irregular verbs show past tense by a change in spelling.			I	L	L	L	L	L	M				

Adjectives													
An adjectives modifies a noun or a pronoun and tells either what kind, which one or how many.		I	L	L	L	L	M						
The comparative form of an adjective compares two people, places or things.		I	L	M	CMT								
The superlative form of an adjective compares three or more people, places or things.		I	L	M	CMT								
Adverbs													
An adverb modifies an verb, adjective or another adverb. Adverbs tell how, when, and where.			I	L	L	L	L	M					

	K	1	2	3	4	5	6	7	8	9	10	11	12
Conjunctions													
A conjunction connects words or groups of words.					I	L	L	M					
Coordinate & Subordinate								I	L	L	L	L	M
Prepositions													
Prespositions indicate direction, position, location, and so forth.					I	L	L	M					
Recgnize a prepositional phrase								I	L	L	L	L	M
Objects													
Direct Object								I	L	L	L	L	M
Indirect Objects								I	L	L	L	L	M
Objects of prepostition								I	L	L	L	L	M

Sentences	K	1	2	3	4	5	6	7	8	9	10	11	12
A sentence (subject and verb) is made up of one or more words and expresses a complete thought.		I	L	L	M								
A sentence may be imperative, declarative, interrogatory or exclamatory.		I	L	L	L	M							
A subject is the part of the sentence which is doing something or is being talked about.					I	L	L	M					
A compound subject is made up of two or more subjects.					I	L	L	M					
A predicate (verb) is the part of the sentence which says something about the subject.					I	L	L	M					
A singular subject requires a singular verb.			I	L	CMT	L	CMT	M	CMT				
A plural subject requires a plural verb.			I	L	CMT	L	CMT	M	CMT				
A compound predicate is made up of two or more verbs.			I	L	CMT	L	CMT	M	CMT				
If a phrase comes between the subject and verb, the verb must agree with the subject.					I	L	CMT	M	CMT				
Three types of sentences: simple, compound, complex.					I	L	L	L	L	M			

Apostrophe	K	1	2	3	4	5	6	7	8	9	10	11	12
An apostrophe is used in a contraction showing that a letter or letters have been left out.		I	L	L	M		CMT		CMT				
An apostrophe and *s* is used to show ownership of a singular noun not ending in *s* or of an irregular plural noun.		I	L	L	L	L	CMT	M	CMT				
An apostrophe only is used to show ownership of a plural noun ending in *s*.					I	L	CMT	M	CMT				
Quotation Marks													
Quotation marks are used at the beginning and end of a direct quotation.		I	L	L	L	L	CMT	M	CMT				
A comma separates the words of a quotation from other words in the sentence unless it is a question or exclamation. Then the question mark or exclamation point is used.			I	L	L	L	CMT	M	CMT				
Punctuation marks are usually placed inside the closing quotation marks.			I	L	L	L	CMT	M	CMT				

Capitalization	K	1	2	3	4	5	6	7	8	9	10	11	12
The first word in a sentence begins with a capital letter.	I	L	M		CMT								
"I" is always capitalized.	I	L	M		CMT								
The names of the days week, months, and holidays are capitalized.	I	L	M		CMT								
Proper nouns are capitalized.		I	L	L	L	L	CMT	M	CMT				
Names of people and pets are capitalized.	I	L	M				CMT		CMT				
A title is capitalized when it is with a name. (Dr. Mr. Mrs.)	I	L	L	L	L	L	CMT	M	CMT				
Names of places such as states, organizations, buildings, countries and continents are capitalized.		I	L	L	L	L	CMT	M	CMT				
North, South, East and West are capitalized when they refer to a part of the country but NOT when they are used as directions.				I	L	L	CMT	M	CMT				
Religions, nationalities and languages are capitalized.				I	L	L	CMT	M	CMT				
The names of a people of a city, country or state are capitalized.				I	L	L	CMT	M	CMT				
The first word of a quotation begins with a capital letter.				I	L	L	CMT	M	CMT				

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End Punctuation	K	1	2	3	4	5	6	7	8	9	10	11	12
A period is used at the end of a statement or command.	I	L	M		CMT								
A question marks is used at the end of a question.	I	L	M		CMT								
An exclamation point is used at the end of a sentence that shows surprise or strong feeling.	I	L	M		CMT								
Abbreviations & Initials													
A period is used after abbreviations or initials.		I	L	M	CMT								
Commas													
A comma is used to separate the name of a city from the state or country.			I	L	CMT	L	CMT	M	CMT				
A comma follows the state or country name when other words follow in the sentence.			I	L	CMT	L	CMT	M	CMT				
A comma separates the day of the month from the year in a date. It also follows the year when other words are follow in the sentence.			I	L	CMT	L	CMT	M	CMT				

	K	1	2	3	4	5	6	7	8	9	10	11	12
A comma separates the name of the person from the rest of the sentence when used in direct address.				I	L	L	CMT	M	CMT				
A comma separates words or phrases in a series.		I	L	L	CMT	L	CMT	M	CMT				
A comma separates words or phrases used as appositives.					I	L	CMT	M	CMT				
A comma is used after the greeting and the closing in a letter.	I	L	L	L	CMT	L	CMT	M	CMT				
Avoid commas after the conjunctions *and, but,* and *or,* unless the comma sets off a phrase which can't stand alone as a sentence.									I	L	L	L	M
Colon					I	L	CMT	M	CMT				
Semi-colon							I	L	L	M			
Dashes							I	L	L	M			
Documenting Sources titles, quotes, underlining							I	L	L	M			

Assessment Overview

Appendix D

Assessment Overview, Grades K-4

Goal	Gr. K	Gr. 1	Gr. 2	Gr. 3	Gr. 4
I. choose and apply strategies that enhance the fluent and proficient use of language arts to construct meaning of written, visual, and oral text	Tchr Observation; Anecdotal Notes; Concepts of Print; Running Records; Letter Id. ; Word Writing & Spell. Assessment; Dictation Task	Tchr Ob.; Anecdotal Notes; Concepts of Print; Running Records; Letter Id. ; Word Writing & Spell. Assessment; Dictation Task	Tchr Ob.; Anecdotal Notes; Running Records; Writing & Spell. Assessment;	Tchr Ob.; Anecdotal Notes; Running Records; Writing & Spell. Assessment; Analysis of Oral Reading (Miscue Analysis)	Summary; Narrative & Expository Structured Retellings; Graphic Organizers; Open-ended Responses to Literature; Reading Journals
II. understand, appreciate and respond thoughtfully to texts from many literary periods, genre, and cultures	Work Samples; Retellings; Tchr Observation;	Work Samples; Retellings; Tchr Observation;	Work Samples; Retellings; Tchr Observation; Analysis of responses for author & book comparisons	Work Samples; Retellings; Tchr Observation; Analysis of responses for author & book comparisons	Open-ended Responses to Literature, film, video, art reproductions; Oral Presentations
III. apply knowledge of language structure and conventions in order to write and speak English proficiently to communicate ideas clearly	Tchr. Observation; Classroom; Discussion; Written & Oral Responses	Tchr. Ob.; Classroom; Discussion; Written & Oral Responses	Tchr. Ob.; Classroom; Discussion; Written & Oral Responses	Tchr. Ob.; Classroom; Discussion; Written & Oral Responses	Writing Samples, (Draft to Final Product) CMT-based Rubric
IV. create works using the language arts in visual, oral, written, and performance based forums for a variety of audiences and purposes	Tchr. Observation; Student Demonstration; Written, Oral & Visual Responses	Tchr. Ob.; St. Demo.; Written, Oral & Visual Responses; Demonstrations of Writing Process & Product (**Narrative**)	Tchr. Ob.; St. Demo.; Written, Oral & Visual Responses; Demonstrations of Writing Process & Product (**Narrative**)	Tchr. Ob.; St. Demo.; Written, Oral & Visual Responses; Demonstrations of Writing Process & Product (**Narrative**)	Tchr. Ob.; St. Demo.; Written, Oral & Visual Responses; Demonstrations of Writing Process & Product (**Expository/ Descriptive**)
V. use available forms of media and technology as an integral part of language arts experience	Tchr. Ob.; Student Demonstration	Tchr. Ob.; Student Demonstration	Tchr. Ob.; Student Demonstration	Tchr. Ob.; Student Demonstration	Projects; Rubrics
VI. gather, analyze, and respond to information from primary and secondary sources	Tchr. Observation; Student Demonstration; Written, Oral & Visual Responses	Tchr. Ob.; Student Demonstration; Written, Oral & Visual Responses	Tchr. Ob.; Student Demonstration; Written, Oral & Visual Responses	Tchr. Ob.; Student Demonstration; Written, Oral & Visual Responses	Graphic Organizers; Oral Presentation Rubrics; Essays (**Expository/ Descriptive**)

Assessment Overview, Grades 5-8

Goal	Gr. 5	Gr. 6	Gr. 7	Gr. 8
I. choose and apply strategies that enhance the fluent and proficient use of language arts to construct meaning of written, visual, and oral text	Responses to Open-ended Literature Prompts; Graphic Organizers; Summaries; Journal Responses; Self-Assessement	Responses to Open-ended Literature Prompts; Graphic Organizers; Summaries; Journal Responses; Self-Assessement	Responses to Open-ended Literature Prompts; Graphic Organizers; Summaries; Journal Responses; Self-Assessement	Responses to Open-ended Literature Prompts; Graphic Organizers; Summaries; Journal Responses; Self-Assessement
II. understand, appreciate and respond thoughtfully to texts from many literary periods, genre, and cultures	Responses to Open-ended Literature Prompts; Graphic Organizers; Summaries; Journal Responses; Self-Assessement	Responses to Open-ended Literature Prompts; Graphic Organizers; Summaries; Journal Responses; Self-Assessement	Responses to Open-ended Literature Prompts; Graphic Organizers; Summaries; Journal Responses; Self-Assessement	Responses to Open-ended Literature Prompts; Graphic Organizers; Summaries; Journal Responses; Self-Assessement
III. apply knowledge of language structure and conventions in order to write and speak English proficiently to communicate ideas clearly	Writing Samples (Draft to Final Product); CMT-based Rubrics	Writing Samples (Draft to Final Product); CMT-based Rubrics	Writing Samples (Draft to Final Product); CMT-based Rubrics	Writing Samples (Draft to Final Product); CMT-based Rubrics
IV. create works using the language arts in visual, oral, written, and performance based forums for a variety of audiences and purposes	Teacher Observation; Written, Oral & Visual Responses; Student Demonstrations; Demonstrations of Writing Process & Product (**Expository/Descriptive**)	Teacher Observation; Written, Oral & Visual Responses; Student Demonstrations; Demonstrations of Writing Process & Product (**Expository/Persuasive**)	Teacher Observation; Written, Oral & Visual Responses; Student Demonstrations; Demonstrations of Writing Process & Product (**Expository/Persuasive**)	Teacher Observation; Written, Oral & Visual Responses; Student Demonstrations; Demonstrations of Writing Process & Product (**Expository/Persuasive**)
V. use available forms of media and technology as an integral part of language arts experience	Projects; Self-Assessment; Rubrics	Projects; Self-Assessment; Rubrics	Projects; Self-Assessment; Rubrics	Projects; Self-Assessment; Rubrics
VI. gather, analyze, and respond to information from primary and secondary sources	Graphic Organizers; Oral Presentations; Rubrics; Essay (**Expository/Persuasive**)	Graphic Organizers; Oral Presentations; Rubrics; Essay (**Expository/Persuasive**)	Graphic Organizers; Oral Presentations; Rubrics; Essay (**Expository/Persuasive**)	Graphic Organizers; Oral Presentations; Rubrics; Essay (**Expository/Persuasive**)

Assessment Overview, Grades 9-12

Goal	Gr. 9	Gr. 10	Gr. 11	Gr. 12
I. choose and apply strategies that enhance the fluent and proficient use of language arts to construct meaning of written, visual, and oral text	Oral Responses; Written Assignments; Teacher Observation; Peer Review; Practice CAPT Exercises; Self-Evaluation; Writing Process & Product Demonstrations; Applications of Conventions; Visual Representations; Technological Productions; Dramatizations	Oral Responses; Written Assignments; Teacher Observation; Peer Review; Practice CAPT Exercises; Self-Evaluation; Writing Process & Product Demonstrations; Applications of Conventions; Visual Representations; Technological Productions; Dramatizations	Oral Responses; Written Assignments; Teacher Observation; Peer Review; Practice CAPT Exercises; Self-Evaluation; Writing Process & Product Demonstrations; Applications of Conventions; Visual Representations; Technological Productions; Dramatizations	Oral Responses; Written Assignments; Teacher Observation; Peer Review; Practice CAPT Exercises; Self-Evaluation; Writing Process & Product Demonstrations; Applications of Conventions; Visual Representations; Technological Productions; Dramatizations
II. understand, appreciate and respond thoughtfully to texts from many literary periods, genre, and cultures	Oral Responses; Written Assignments; Teacher Observation; Peer Review; Practice CAPT Exercises; Self-Evaluation; Writing Process & Product Demonstrations; Applications of Conventions; Visual Representations; Technological Productions; Dramatizations	Oral Responses; Written Assignments; Teacher Observation; Peer Review; Practice CAPT Exercises; Self-Evaluation; Writing Process & Product Demonstrations; Applications of Conventions; Visual Representations; Technological Productions; Dramatizations	Oral Responses; Written Assignments; Teacher Observation; Peer Review; Practice CAPT Exercises; Self-Evaluation; Writing Process & Product Demonstrations; Applications of Conventions; Visual Representations; Technological Productions; Dramatizations	Oral Responses; Written Assignments; Teacher Observation; Peer Review; Practice CAPT Exercises; Self-Evaluation; Writing Process & Product Demonstrations; Applications of Conventions; Visual Representations; Technological Productions; Dramatizations

III. apply knowledge of language structure and conventions in order to write and speak English proficiently to communicate ideas clearly	Oral Responses; Written Assignments; Teacher Observation; Peer Review; Practice CAPT Exercises; Self- Evaluation; Writing Process & Product Demonstrations; Applications of Conventions; Visual Representations; Technological Productions; Dramatizations	Oral Responses; Written Assignments; Teacher Observation; Peer Review; Practice CAPT Exercises; Self- Evaluation; Writing Process & Product Demonstrations; Applications of Conventions; Visual Representations; Technological Productions; Dramatizations	Oral Responses; Written Assignments; Teacher Observation; Peer Review; Practice CAPT Exercises; Self- Evaluation; Writing Process & Product Demonstrations; Applications of Conventions; Visual Representations; Technological Productions; Dramatizations	Oral Responses; Written Assignments; Teacher Observation; Peer Review; Practice CAPT Exercises; Self- Evaluation; Writing Process & Product Demonstrations; Applications of Conventions; Visual Representations; Technological Productions; Dramatizations
IV. create works using the language arts in visual, oral, written, and performance based forums for a variety of audiences and purposes	Oral Responses; Written Assignments; Teacher Observation; Peer Review; Practice CAPT Exercises; Self- Evaluation; Writing Process & Product Demonstrations; Applications of Conventions; Visual Representations; Technological Productions; Dramatizations	Oral Responses; Written Assignments; Teacher Observation; Peer Review; Practice CAPT Exercises; Self- Evaluation; Writing Process & Product Demonstrations; Applications of Conventions; Visual Representations; Technological Productions; Dramatizations	Oral Responses; Written Assignments; Teacher Observation; Peer Review; Practice CAPT Exercises; Self- Evaluation; Writing Process & Product Demonstrations; Applications of Conventions; Visual Representations; Technological Productions; Dramatizations	Oral Responses; Written Assignments; Teacher Observation; Peer Review; Practice CAPT Exercises; Self- Evaluation; Writing Process & Product Demonstrations; Applications of Conventions; Visual Representations; Technological Productions; Dramatizations

V. use available forms of media and technology as an integral part of language arts experience	Oral Responses; Written Assignments; Teacher Observation; Peer Review; Practice CAPT Exercises; Self- Evaluation; Writing Process & Product Demonstrations; Applications of Conventions; Visual Representations; Technological Productions; Dramatizations	Oral Responses; Written Assignments; Teacher Observation; Peer Review; Practice CAPT Exercises; Self- Evaluation; Writing Process & Product Demonstrations; Applications of Conventions; Visual Representations; Technological Productions; Dramatizations	Oral Responses; Written Assignments; Teacher Observation; Peer Review; Practice CAPT Exercises; Self- Evaluation; Writing Process & Product Demonstrations; Applications of Conventions; Visual Representations; Technological Productions; Dramatizations	Oral Responses; Written Assignments; Teacher Observation; Peer Review; Practice CAPT Exercises; Self- Evaluation; Writing Process & Product Demonstrations; Applications of Conventions; Visual Representations; Technological Productions; Dramatizations
VI. gather, analyze, and respond to information from primary and secondary sources	Oral Responses; Written Assignments; Teacher Observation; Peer Review; Practice CAPT Exercises; Self- Evaluation; Writing Process & Product Demonstrations; Applications of Conventions; Visual Representations; Technological Productions; Dramatizations	Oral Responses; Written Assignments; Teacher Observation; Peer Review; Practice CAPT Exercises; Self- Evaluation; Writing Process & Product Demonstrations; Applications of Conventions; Visual Representations; Technological Productions; Dramatizations	Oral Responses; Written Assignments; Teacher Observation; Peer Review; Practice CAPT Exercises; Self- Evaluation; Writing Process & Product Demonstrations; Applications of Conventions; Visual Representations; Technological Productions; Dramatizations	Oral Responses; Written Assignments; Teacher Observation; Peer Review; Practice CAPT Exercises; Self- Evaluation; Writing Process & Product Demonstrations; Applications of Conventions; Visual Representations; Technological Productions; Dramatizations

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Appendix E

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